



Republic of the Philippines
Department of Education
CARAGA REGION

DEPARTMENT OF EDUCATION
RECORDS UNIT, REGIONAL OFFICE-CARAGA
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16 Sept 2026

REGIONAL MEMORANDUM

No. **0949**, s. 2026

To: **SCHOOLS DIVISION SUPERINTENDENTS**
All Others Concerned

**2026 LEARNING AND DEVELOPMENT (L & D) POLICY
OF DEPED CARAGA**

1. Pursuant to Civil Service Commission Memorandum Circular (CSC MC) No. 24, s. 2016, titled "Enhanced Maturity Level Indicators for the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)" and DepEd Order No. 009, s. 2021, titled "Institutionalization of a Quality Management System (QMS) in the Department of Education", this office hereby issues the revised Learning and Development Policy of DepEd Caraga.
2. All issuances, orders, and policies inconsistent with the provisions of this Policy are hereby repealed, amended, or modified accordingly upon its effectivity.
3. For immediate dissemination and strict compliance.

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RSR/HRDD/RM-2026 LEARNING AND DEVELOPMENT (L & D) POLICY OF DEPED CARAGA
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Republic of the Philippines
Department of Education
CARAGA REGION

Approval Sheet

The 2026 Learning and Development Policy of DepEd Caraga, a major deliverable of the Human Resource Development Division (HRDD) under KRA 1: Human Resource Development Policies, Guidelines, and Plans, has undergone a comprehensive technical review and evaluation to ensure its relevance, completeness, and alignment with organizational goals, strategic directions, and applicable policies. Accordingly, it is hereby recommended for approval.

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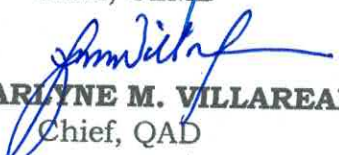

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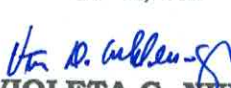

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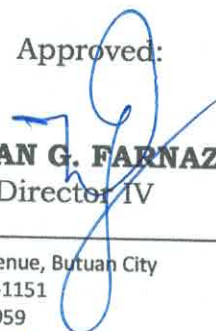

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Republic of the Philippines
Department of Education
CARAGA REGION

2026 LEARNING AND DEVELOPMENT POLICY OF DEPED CARAGA



2026-09-15131



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REVISED POLICY ON LEARNING AND DEVELOPMENT (L&D) OF DEPED CARAGA

Section 1. Rationale

The Department of Education (DepEd) recognizes the critical role of teachers, school leaders, and other education personnel in sustaining learning continuity. In alignment with its commitment to delivering quality education, DepEd affirms that learning and development (L&D) interventions are vital instruments for fostering professional excellence. These interventions must be strategically designed to support the holistic development of all DepEd personnel, employing diverse and inclusive approaches that promote continuous learning and relearning among teaching, teaching-related, and non-teaching staff.

This policy is anchored in a systematic professional development (PD) framework, characterized by structured L&D processes that facilitate a career-long continuum of upskilling and reskilling for all education personnel. Through a holistic lens, the policy seeks to bridge gaps between intended and actual educational outcomes, which may arise from varied teaching practices and the diverse professional contexts of non-teaching staff. It establishes standardized procedures to ensure consistency and quality in educational delivery, while remaining responsive to the evolving pedagogical landscape and emerging policy directions. Accordingly, the policy empowers personnel to continuously refine their competencies, thereby enhancing the quality of education and improving learner outcomes.

Furthermore, this policy is aligned with key national directives and frameworks, including:

- Civil Service Commission Memorandum Circular No. 24, s. 2016, concerning PRIME-HRM Enhanced Maturity Level Indicators;
- DepEd Order No. 11, s. 2019, on the Implementation of the National Educators Academy of the Philippines (NEAP) Transformation;
- Republic Act No. 11713, also known as the Excellence in Teacher Education Act.

It also upholds the DepEd Vision and Mission and contributes to the realization of AmBisyon Natin 2040, the collective long-term vision and aspirations of the Filipino people.

To fulfill this mandate, DepEd must cultivate a workforce of competent, committed leaders and personnel. Continuous capability development is essential, as emphasized in the Governance of Basic Education Act (RA 9155), which underscores the importance of enhancing the skills and competencies of educators and support staff.

Within the DepEd Caraga Region, the planning and implementation of L&D programs are collaboratively undertaken by various offices, including:

- Administrative Services Division
- Finance Division
- Curriculum Learning and Management Division

- Quality Assurance Division
- Education Support Services Division
- Policy Planning and Research Division
- Field Technical Assistance Division
- Human Resource Development Division
- National Educators Academy of the Philippines–Caraga

These offices work in concert to ensure the effective execution of L&D initiatives, thereby contributing to the continuous improvement of the regional education system.

Section 2. Objectives

The policy shall endeavor to achieve the following objectives:

2.1 To implement standardized procedures for the assessment, planning, design, delivery, and evaluation of learning and development programs and activities across all regional offices, including the establishment of quality benchmarks for the expected products and outputs resulting from these processes.

2.2 To enhance the quality, relevance, and cost-effectiveness of skills development initiatives, thereby improving the competencies of teachers and institutional leaders in the areas of curriculum, instruction, and assessment.

2.3 To promote and facilitate employee participation in various learning and development activities, as well as in lifelong learning programs, for both organizational benefit and individual professional growth.

2.4 To foster inter-divisional collaboration in the provision of learning and development services, ensuring a cohesive and integrated approach.

2.5 To address the evolving needs of teaching, teaching-related, and non-teaching personnel by continuously improving the implementation of programs and the professional development initiatives of personnel at both the Regional Office and Schools Division Office levels.

Section 3. Coverage

The policy shall cover the following:

3.1 All learning and development programs, activities, and services implemented on behalf of and for the Department of Education (DepEd) Caraga Region, in alignment with the fulfillment of its institutional mandate.

3.2 All offices engaged in the assessment of learning and development needs, as well as in the planning, design, implementation, quality assurance, and monitoring and evaluation of learning and development programs and courses.

3.3 All processes, practices, tools, and templates employed in the assessment of learning and development needs, and in the planning, design, implementation, quality assurance, and evaluation of learning and development programs and courses.

Section 4. Learning and Development Philosophy

The DepEd Caraga Region upholds the overarching Learning and Development (L&D) philosophy: “Continuously and consistently develop and transform competent and committed leaders and employees.” This guiding principle ensures that all L&D interventions within the region are aligned with the Department’s mission, vision, goals, and quality objectives.

The implementation of L&D interventions and initiatives in the region shall be guided by the following core principles:

4.1 Every official and employee is regarded as a valuable asset of the organization. As such, the Office prioritizes and invests in the learning and development of all personnel.

4.2 L&D interventions shall be purposive and aligned with the strategic objectives of the Civil Service Commission (CSC). These interventions serve as mechanisms to enhance organizational capability and expertise in addressing the multifaceted needs of both internal and external stakeholders. L&D initiatives shall be informed by competency and performance assessments and shall consider the differentiated needs of women and men to ensure equitable access to development opportunities.

4.3 L&D shall focus on the development and enhancement of competencies required for the current or prospective roles of officials and employees.

4.4 L&D is a shared responsibility among managers, supervisors, and employees. While the organization provides a nurturing and enabling environment through accessible opportunities, employees and their supervisors are equally accountable for planning and managing individual development and career progression by identifying, pursuing, and maximizing available opportunities.

4.5 The DepEd Caraga Region considers investments in learning and development to be as critical as investments in research, information technology, equipment acquisition, and product development. Capacity building for officials and employees is given equal—if not greater—priority in resource allocation. Strategic partnerships with external institutions shall be pursued to augment existing L&D resources.

4.6 L&D shall be designed to enhance the portability of employee skills. This necessitates the adoption of approaches that enable supervisors and office heads to recognize and leverage transferable skills across various roles and assignments.

4.7 The continuous enhancement of competencies is essential to maintaining a professional, credible, and high-performing workforce. Lifelong learning and the integration of learning into daily work practices are fundamental to sustaining professional excellence among DepEd officials and employees.

4.8 Data and insights generated from L&D activities shall inform decision-making and be integrated with other core human resource management (HRM) areas, such as Recruitment, Selection, and Placement (RSP); Performance Management System (PMS); and Rewards and Recognition (R&R). L&D shall serve as a driver of performance management and incorporate recognition mechanisms to reinforce the application of learning in the workplace.

Section 5. Definition of Terms

Activity/Program Completion Report/Documentation Report	It is a report of the conduct of the training. Included details and attachments are not limited to the following: Objectives, Regional Memorandum, POA and QATAME reports, documentations of proceedings (opening, during and closing of the training)
Application of Learning and Development	It refers to the contribution/s made by an applicant that has/have led to positive outcome in their current or previous workplace as a result of their learning gained from the human resource development interventions done/attended. <i>(DepEd Order No. 007, s. 2023 Re: Guidelines on Recruitment, Selection, and Appointment in the Department of Education)</i>
Authorization	Formal NEAP evaluation on non-DepEd entities applying to become a provider of recognized professional development programs and/or courses for teachers and school leaders.
Authorized Learning Service Providers (LSPs)	As defined by D.O. 001, s. 2020 Re: Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders, these are non DepEd providers that have been awarded formal, fixed term Authorization by NEAP to provide professional development to teachers and/or school leaders within DepEd.
Competencies	These are observable, measurable, and vital knowledge, skills and attitudes which are translations of capabilities deemed essential to organizational success.
Content Expert/s	An individual or a group of identified content experts that reviews accuracy, depth, and appropriateness of content in the program/ course proposal and recommends to the RAC all initially approved proposals for professional development programs of teachers and school leaders submitted by the Regional and Schools Division Offices.
Continuing Professional Development (CPD)	As defined by RA 10912 Continuing Professional Development Act of 2016, refers to a set of learning activities accredited by the CPD Council such as seminars, workshops, technical lectures, or subject matter meetings, nondegree training lectures and scientific meetings, modules, tours and visits, which equip the professionals with advanced knowledge, skills and values in specialized or in an inter- or multidisciplinary field of study, self-directed research and/or lifelong learning
Coordinator	Refers to any person who acts as a lead person in the conduct of seminar, training programs, and other similar activities. He/She directs, supervises and/or participates in the organization, coordination, and conduct of such activities,

	develop training designs, modules and curricula of identified courses in response to training needs; may serve as lecturer, resource person, or facilitator <i>(DBM Budget Circular No. 2007-1)</i>
CPD Credit Unit	As defined by RA 10912, it refers to the value of an amount of learning that can be transferred to a qualification achieved from formal, informal, or non-formal learning setting, where in credits can be accumulated to predetermined levels for the award of a qualification
Data Privacy Law	Republic Act 10173 otherwise known as the Data Privacy Act of 2012, is a law that seeks to protect all forms of information, be it private, personal, or sensitive. It is meant to cover both natural and juridical persons involved in the processing of personal information.
Facilitator	Refers to any person who is a subject expert in neutrally managing group processes and dynamic sessions such that he/she intervenes for greater group understanding, thus enabling the participants to full participation to mutual understanding, and to shared responsibilities in the achievement of group objectives and/or in making quality decisions. <i>(DBM Budget Circular No. 2007-1)</i>
Foreign Scholarship	It refers to programs of technical assistance from various bilateral and multilateral donor agencies/countries/institutions, which essentially consist of a set of grants involving academic studies /foreign trainings awarded to individuals from the government and the private sector in the interest of public service
Grantee	It refers to a recipient of a scholarship program
Honorarium	Is a form of compensation given as a token of appreciation or reward for gratuitous services on account of one's broad and superior knowledge or expertise in a specific field for which, going by custom, tradition or propriety, no fixed price is set. <i>(DBM Budget Circular No. 2007-1)</i>
Individual Development Plan	It is a tool to assist employees in career and personal development. It's primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. An IDP is not a performance evaluation tool or a onetime activity. It should be looked at like a partnership between the employee and the supervisor. It involves preparation and continuous feedback
Lecturer	Refers to any person who uses lecture as an instructional method in seminars, workshops, conferences, symposia, training programs and other similar activities. <i>(DBM Budget Circular No. 2007-1)</i>
Learners	Individuals or groups of individuals who need and benefit from engaging in competency development interventions to perform their jobs at the desired proficiency level. They are also commonly referred to as "participants."

Learning and Development (L&D)	A set of systematic and planned interventions or programs designed by the agency to equip its workforce with the necessary competencies to meet current and future job requirements.
L&D Implementers	A general term to refer to DepEd personnel who play a role or roles in carrying out process/es in the L&D System.
L&D Intervention	An activity undertaken by the Department to address a competency gap affecting individual or organizational performance. An intervention may be planned (i.e., part of the Annual L&D Plan), or unplanned (i.e., taken to immediately address an emerging need). An intervention may take the form of any L&D delivery modality (e.g., training, coaching, etc.)
L&D Modality	The type of L&D delivery approach that is adopted to address a competency gap or set of competency gaps. DepEd identifies four clusters of L&D modalities: job-embedded learning; relationship and discussion-based learning; formal learning; and Learning Action Cell.
L&D Needs Assessment	The subsystem for determining professional development needs of the Agency's personnel in key performance areas, as a basis for identifying L&D interventions.
L&D Planning	It is a subsystem of the L&D system that is informed by the LDNA Report Generated. It includes the preparation of the 3-year strategic L & D Plan, 1-year Implementation Plan, Communication and Advocacy Plan, Risk Management Plan, and the M & E Plan
L&D Program	A strategic initiative to address an existing competency gap or gaps that affect organizational performance or develop competencies for a planned reform agenda (e.g., K-12). An L&D program may be composed of a single intervention with several modules or a series of interventions applying a range of delivery modes. L&D programs are usually part of the Strategic L&D Plan or Annual L&D Plan.
L&D Program Delivery	It is a subsystem that is informed by audience. It has three (3) work areas namely, Staff Management, Budget Management and Management of Learning. There are deliverables for each area during pre-delivery, during delivery and post-delivery. Thus, this subsystem ensures that L & D intervention is carried out in adherence with the design and that deliverables are in place.
L&D Program Management Team	A group of DepEd personnel identified by the Program Owner that is tasked to execute L&D processes like needs assessment, program designing, learning resource materials development, etc. L&D Program Management Team members typically come from the same office or unit as the Program Owner and can be complemented by personnel from other offices or units that have been a stake and, or expertise on the L&D program.

L&D Program Owner	Refers to the lead office or unit that is identified in the L&D Plan. The Program Owner is primarily responsible for ensuring that an L&D program is carried out to achieve a set of learning outcomes. The L&D program is usually part of the Program Owner's office or unit's annual work and financial plan.
L&D Quality Assurance, Technical Assistance, and Monitoring and Evaluation	The subsystem for ensuring compliance to quality standards (QA); providing supportive guidance (TA); and assessing progress and results of L&D programs (ME)
Learning Resource Package (LRPs)	Facilities, equipment, materials and supplies that are needed to implement L&D programs
L and D Program Designing and Resource Package Development	It is a subsystem that ensures L&D design is based on the L & D Plan that aims to address gaps or developmental needs
L&D System	Set of guiding principles, standards, policies, processes, and mechanisms through which professional development interventions in the Department of Education shall be planned, developed, managed, quality assured, monitored and evaluated. It endeavors to ensure that the Department has the competent and committed workforce to support the achievement of its strategic goals.
L&D System Audit	The mechanism to review and evaluate the level of conformance to standards and consistency in the use and/or application of the L&D system within the organization
Local Scholarship Programs	It refers to any academic programs/studies/ fellowship held locally for the pursuit of higher degree of specialization in a technical or scientific field at a recognized institution of higher learning. They are designed for the professional advancement of the grantees in the line with the work.
National Educators Academy of the Philippines	Is an attached agency within the Department of Education which has the responsibility for the design, development, and delivery of professional development programs to teachers, school leaders, and other teaching-related personnel.
Professional Development Program Design Evaluators	These are individuals responsible for assessing the overall structure, coherence, and alignment of professional development (PD) program proposals. Their evaluation focuses on the logical flow of objectives, session content, activities, outputs, and learning outcomes. They ensure that the program design adheres to NEAP quality assurance standards and aligns with the Philippine Professional Standards for Teachers (PPST), School Heads (PPSSH), or Supervisors (PPSS).
Professional Development Program Content Evaluators	These are individuals tasked with reviewing the accuracy, relevance, and appropriateness of the learning content within PD programs. Their evaluation ensures that the instructional materials, session guides, and resource packages are aligned

with curriculum standards and the developmental needs of the target learners. They verify that the content supports the intended learning outcomes and meets NEAP's quality benchmarks.

Non-Teaching Personnel	Are categorized as "allied services personnel such as accountants, planning officer, human resource management officers (HRMOs), records officers, cashiers, budget officers, engineers, architects, dentists, school physicians, nutritionists, nurses, legal officers, etc., and other support personnel.
Non-Teaching Licensed Professional	This refers to those personnel in the Department of Education who are registered and licensed to practice regulated professions in the Philippines and who hold a valid Certificate of Registration and Professional Identification Card (PIC) from the Professional Regulation Commission (PRC) or in the case of lawyers, those who are duly registered and active member of the Integrated Bar of The Philippines (IBP). The regulated professions include but not limited to the following: Accountancy, Architecture, Engineering, Medicine, Nursing, Nutrition and Dietetics.
Organization Professional Development for Non-Teaching Personnel (OPD-NTP)	A fund source to support the different interventions envisioned to build and strengthen the capabilities of the agency, its offices, and its people to proactively respond to the current and future demands in the Department.
Partnership	Collaboration with external and internal entities in undertaking various L&D functions to achieve cost-effectiveness, improve programs, and widen the reach of L&D interventions
Personnel Development Committee (PDC)	A review and recommendation body that leads in examining policies, guidelines, plans and other outputs of the L&D system, recommends improvements, and endorses them to the head of office for approval. It also serves as the Scholarship committee that shall assist the head of office in the selection of the best qualified employees for scholarship opportunities
Professional Development Information System (PDIS)	An information system which will store, track, monitor, and analyze the participation of teachers and school leaders in learning and development programs, courses, and other Professional Development (PD) interventions. It will be used for validating participation in activities as a requirement for career progression.
Professional Development Credit Unit	As defined by DO 001, s.2020, the unit of credit that the NEAP assigns to a professional development program or course, that is recognized within the DepEd processes for career progression and promotion.
Professional Standards	The professional practice articulated in the Philippine Professional Standards for Teachers, the Philippine

	Professional Standards for School Heads, and the Philippine Professional Standards for Supervisors
Philippine Professional Standards	The official document outlines the professional practices expected of quality professionals at every stage of their career. For teaching personnel, these standards include the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors (PPSS). These standards are part of the expected functional competencies.
Pre-Work Conference	It is a meeting of all committees, facilitators, training management team to discuss on the preparation details and requirements of the training.
Post Conference	It is a meeting of all committees, facilitators, training management team to discuss post-program evaluation and feedback.
Process Observation and Analysis Tool	To be accomplished by individual class monitors on a per session basis; observations are to be validated with the session-facilitator evaluation of participants. The observations will be the basis for debriefing sessions for action by the team.
Program Management Team	Management structure that includes Program Manager, Training Manager, Logistics Officer.
Quality Assurance, Technical Assistance and Monitoring & Evaluation (QATAME)	Is the mechanism that ensures the attainment of the desired level of quality of the expected output of certain deliverables.
Re-Entry Action Plan (REAP)	Is a detailed plan outlining actions which recipients of scholarships and trainings need to develop and implement to contribute to agency's organizational performance.
Recognition	A quality assurance process intended to uphold the learning and development standards in the development and delivery of professional development programs and courses provided to DepEd teachers and school leaders through an evaluation mechanism.
Relevant Intervention	An intervention that is directly applicable to the functional unit where the position applied for is lodged. An intervention is described to be applicable if it can be used in the operations of the functional unit based on its office mandates in the official DepEd Office Functions or Office Orders for the creation of the functional unit. (<i>DepEd Order No. 007, s. 2023 Re: Guidelines on Recruitment, Selection, and Appointment in the Department of Education</i>)
Resource Speakers/Persons	Refers to any person who, by virtue of his/her expertise in a specific subject area, serves as speaker in seminars,

conferences, symposia, training programs and similar activities
(DBM Budget Circular No. 2007-1)

Teaching Personnel/Teachers	Regular or permanent personnel in schools and learning centers “engaged in the classroom teaching of any subject, including practical/vocational arts, at the elementary and secondary levels of instruction including persons performing guidance and counseling, instructional supervision in all private or public education institutions, but shall not include school nurses, school physicians, school dentist, school administrators, and other school administrative support employees” (R.A. No. 7784, 1993, Sections 2(a)).
Teaching-Related Personnel	Are employees that are directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on full-time or part-time basis, in schools and in Community Learning Centers (DO 7, s. 2023).
Workplace Development Objectives (WDO)	Hierarchy of expected gains from the L&D program, i.e., competencies, outputs, outcome, and impact. WDOs are also referred to as the learning results chain.

Section 6. Guideline on the Learning and Development Interventions

6.1 Basis of Learning and Development Interventions

6.1.1 The identification and analysis of learning and development (L&D) needs shall be grounded in the alignment between the strategic direction of DepEd Caraga Region and the identified performance gaps, competency deficiencies, and career development trajectories of its personnel.

6.1.2 The Human Resource Development Division (HRDD) shall formulate a comprehensive Five-Year Human Resource Management and Development (HRMD) Plan, detailing strategic priorities, planned activities, and corresponding budget allocations.

6.1.3 An Annual L&D Plan shall be developed prior to the start of each calendar year. This plan shall be informed by the results of competency gap assessments and the consolidated Individual Development Plans (IDPs) submitted by the Chiefs of the Functional Divisions. These inputs shall serve as the basis for HRDD’s L&D interventions and monitoring mechanisms.

6.1.4 The L&D interventions outlined in the Annual L&D Plan shall be responsive to the workforce development needs of the region. All L&D programs shall be primarily anchored on the results of the competency gap assessments.

6.1.5 The number of L&D hours allocated per employee annually shall be determined based on the total hours specified in their respective IDPs.

6.2 Development and Approval of Learning and Development Interventions

6.2.1 Learning and Development (L&D) programs initiated by the Schools Division Offices (SDOs) shall require the approval of the Regional Director. This approval shall be based on the review and recommendation of the Professional Development (PD) Design and Learning Resource Management (LRM) Quality Assurance (QA) Evaluators, and shall follow a thorough deliberation by the Personnel Development Committee (PDC) and the designated approving authority. Meanwhile, L&D or PD programs originating from the Regional Office (RO) shall be submitted to the National Educators Academy of the Philippines Central Office (NEAP CO) for quality assurance, in accordance with the provisions of DepEd Memorandum No. 44, s. 2023, titled "Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines (NEAP) Core Programs."

6.2.2. L&D programs for teachers and school leaders for SDOs and RO shall be applied for Continuing Professional Development Credit Units.

6.2.3 Professional Development Programs for Teachers and School Leaders offered by non-DepEd Learning Service Providers shall need a NEAP Accreditation and Program Recognition Number before the issuance of a Regional Advisory.

6.2.4 The Chiefs of Functional Divisions shall review and approve the IDPs of all employees of their respective division. Prior to such approval, they shall check the appropriateness, relevance, timeliness, cost-efficiency, and effectiveness of the L&D interventions indicated in the IDPs.

6.2.5 For Non-Teaching Personnel, the activity proposal shall pass through the OPDNTF Focal Person for review and PDC Vice-Chair for approval of the content. Moreover, program evaluation shall be considered in the instructional design to ensure better assessment of program effectiveness.

6.3 Qualification and Selection of Learners

6.3.1 Pursuant to DepEd Order No. 2, s. 2015 re: Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education, all L&D interventions shall target intended learners based on the IDP of officials and employees. However, these interventions cannot be left to the discretion of individual employees especially when the L&D intervention has been earlier established. Thus, some programs may pre-identify the actual learners or participants.

6.3.2 All employees whose competency assessment indicates not meeting the proficiency level of the individual's Key Result Area (KRA) and Core Competencies and other competencies required of the position after IPCRF assessment shall also be prioritized in development interventions. The L&D implementers may determine relevant qualifications and criteria in so far as they relate to the objectives of the L&D.

6.3.3 The Learning and Development (L&D) Implementer or the Program Management Team shall prepare the participant profile at least one (1) week prior to the conduct of the program or activity. The profile shall be generated using data

captured through the Online Registration system. It shall contain, but not be limited to, the following information:

- a) Schools Division Office
- b) School Name
- c) School ID
- d) Full Name
- e) Position/Designation
- f) Grade Level Taught
- g) Specialization (College and Graduate Studies)
- h) Actual Subjects Taught
- i) Years in Current Position
- j) Sex
- k) Age
- l) Civil Status
- m) Religion
- n) Disability
- o) Ethnicity
- p) Solo Parent Status
- q) DepEd Email Address

The collection, processing, and utilization of all participant data shall strictly adhere to the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) to ensure confidentiality, integrity, and lawful use of personal information.

6.3.4 DepEd Caraga shall also maintain well-developed and highly professionalized personnel through a continuing human resource development program by sending the most qualified and deserving employees to local or foreign scholarship and training grants in compliance with Regional Order 21, s. 2019 re: Policy and Guidelines on Scholarships and Other Training Grants of DepEd Caraga. In certain instances, the procedures and requirements of the sponsoring agencies shall also be considered.

6.3.5 The scholarship focal person in the division offices shall prepare the list of their nominated scholars for a professional development program and/or scholarship training endorsed by their respective Schools Division Superintendents. The regional office, through the scholarship focal person, shall consolidate the list of

regional scholar-nominees from the SDOs for endorsement by the Regional Director to the sponsoring agency.

6.3.6 The selected scholar/s shall accomplish the return of service contract to observe the stipulated terms and conditions to include the conduct of re-entry action plan upon return to work, continue to render service obligation for at least three years and to refund in full to DepEd such sum of money as may have been defrayed by the Philippine government for all expenses incurred relative to scholarships.

6.3.7 The selected scholar shall present a medical certificate declaring the latter to be physically and mentally fit to participate in a training accomplished by a government physician.

6.3.8 Approved Learning and Development Nomination Forms shall be required to support claims for registration fee, travel expenses and per diem on the following activities:

- i. Conference
- ii. Convention
- iii. Forum
- iv. Seminar
- v. Workshop
- vi. Training Program

6.4 Cancellation, Rescheduling and Substitution on Training

6.4.1 Rescheduling or cancellation of confirmed participants may be made only through notice to the L&D implementer by the Chief of the Functional Division at least two days before the scheduled program. The Functional Division Chief of the L&D implementer shall be informed of the last-minute cancellation without substitution and may require the canceling participant's office to write an explanation letter to the Regional Director through the Chief of the L&D implementer. This information shall be included in the L&D documentation report.

6.4.2 Cancellation of the names of pre-targeted participants shall be given to the concerned Chief of the Functional Division, supervisors, employees the responsibility of ensuring that the indicated L&D intervention in the IDP shall still be pursued. They have the option of attending equivalent programs outside of DepEd, albeit, at own expense of the canceling participants or whatever might have caused the cancellation.

6.4.3 Substitution of participants may be allowed after a confirmation has been made only when the program design allows for replacement or substitution. Advice should be made properly and timely by the direct supervisor of the participant addressed to the Regional Director through the Chief of the Program Implementer.

6.4.4 In cases where replacements or substitutes may be allowed, the names of the employees shall be forwarded to the L&D implementer at least two days before the date of the activity.

6.4.5 Programs may be cancelled or rescheduled due to any of the following circumstances: Grounds for rescheduling on the part of implementers:

6.4.5.1 Conflict of schedule between and among the participants and

implementer

6.4.5.2 Procurement concerns

6.4.5.3 Any medical condition identified and/or diagnosed during the conduct of the program shall be properly documented. Participants who undergo medical consultation or hospital admission must secure and submit a medical certificate issued by the attending hospital or healthcare provider.

6.4.5.4 Circumstances beyond human control (Force majeure, epidemics, calamities)

6.4.6 All other concerns/issues shall be discussed by the PMT.

6.5 Cancellation, Replacement, Dropping and Substitution on Scholarship

6.5.1 Whenever possible, cancellation, dropping and replacement of the pre-identified scholar is discouraged.

6.5.2 The pre-identified scholar must submit a letter detailing the necessity and reason for withdrawal or dropping from the scholarship grant. The letter must be duly noted by the direct supervisor or immediate head of office of the scholar and recommended by the Schools Division Superintendent. Documentary evidences must be attached to the letter for appraisal by the concerned sponsoring agencies and offices.

6.5.3 In cases where substitution or replacement is allowed:

6.5.3.1 The division PDC shall identify the substitute/replacement scholar when the selection process was conducted in the SDO level.

6.5.3.2 The Regional PDC shall select from its list of regional applicants qualified for substitution/replacement when the selection process was conducted in the Regional Office.

6.5.4 The Regional PDC shall recommend the substitute/replacement scholar to the scholarship granting agency if the selection process is done in the regional office.

6.5.5 In cases where the identified scholar failed to live up to the terms and conditions of the scholarship resulting in dropping as a result of his/her own fault and/or willful neglect, the scholar shall refund all expenses in accordance to the stipulations of the signed contract and the provisions of Regional Order No. 21 series of 2019.

6.6 Equity and Access to Learning and Development Interventions

6.6.1 The Department of Education Caraga Region values inclusivity and treats each employee equally without discrimination to create an enabling environment free from barriers, prejudices, or preferences. This is to ensure equal access to employment, advancement, and other employment opportunities at all levels of positions.

6.6.2 DepEd Caraga Region adheres to Equal Opportunity Principle. No one shall be discriminated from participating in and accessing L&D interventions on the basis of but not limited to age, sex, gender, sexual orientation, ethnicity, political affiliation, religion, economic and social status, and physical disability.

6.6.3 Both men and women shall be equally encouraged and given the opportunity to give their views and provide inputs to the discussion and other activities in any L&D intervention.

6.6.4 The conduct of L&D programs shall ensure equal, adequate and safe participation of women and men, and those groups with special needs taking into consideration the following:

6.6.4.1 developmental needs of the individual as the basis for provision of and access to L&D; and

6.6.4.2 appropriateness of logistical arrangements such as training schedule, venue, safe transportation and lodging, facilities, and meals.

6.6.5 The L&D implementers shall ensure gender balance and equity among participants and learners, as far as practicable.

Refer to Regional Order 16 s, 2019 DepEd Caraga Regional Office Equal Opportunity Principle (EOP) Policy

6.7 Certificate of Completion/Participation and/or Appearance

6.7.1 For all L and D Activity, E-certificate shall be issued through Certificate Management System via <https://cert.depedcaraga.site/login> in coordination with the HRDD and the program proponent.

6.7.2 A Certificate or E-certificate of Completion/Participation and Appearance shall be awarded/given to a participant or learner who has met the following:

6.7.2.1 A participant who attended 91 – 100 per cent of the session hours shall receive a Certificate of Completion/Participation (provided that the 91-99 % attendance is properly justified) and a Certificate of Appearance while a participant who attended 90 percent and below of the training hours shall receive a Certificate of Attendance and a Certificate of Appearance.

6.7.2.2 Submitted the required outputs.

6.7.2.3 Submitted the complete daily online evaluation and end of the program evaluation; and

6.7.2.4 Submitted the travel order/authority (if needed)

6.7.3 The L&D implementer shall ensure accurate recording of attendance and list of submitted outputs as certified by the concerned training staff.

6.7.4 Development interventions outside of a formal training may be declared as satisfying the training requirement through the recommendation of the HRDD.

6.7.5 For all L and D Activity, E-certificate of Participation/Recognition/Completion shall be prepared by program proponent through the Certificate Management System. For non-electronic certificate, a hard copy shall be issued bearing a unique certificate code and shall be attested by the Chief of the L&D implementer, or their authorized signatories in their absence. NEAP Caraga shall be furnished with such list.

6.7.6 The Certificate of Appearance shall be prepared by the proponent and shall be signed by the Chief of the Functional Division that is sponsoring or conducting the L and D Activity.

6.8 Learning Application Plan & Application of Learning and Development

6.8.1 The official or employee shall submit to the Chief of the Functional Division a Learning Application Plan (LAP) within three days after attending an L&D intervention. Academic scholars, however, shall submit a Re-entry Action Plan (REAP), pursuant to existing guidelines on scholarships.

6.8.2 In consonance with *DepEd Order No. 007, s. 2023 Re: Guidelines on Recruitment, Selection, and Appointment in the Department of Education*, higher premium shall be given to an application of L & D or intervention made by the applicant (teaching, teaching-related & non-teaching) that is relevant and applicable to the position to be filled. The definition of relevant intervention as stipulated in Item 6 (a) of the aforesaid Order shall apply the following:

Means of Verification:

A. Certificate of Training or Certification on any applicable L & D intervention acquired that is aligned with the IDP; for external applicants, a certification from HR stating that the L & D intervention is aligned with the core tasks of the applicant in their current or previous position shall be required;

B. Action Plan/Re-entry action Plan/ Job-Embedded Learning/Impact Project applying the learnings from L & D intervention done/attended, duly approved by the head of Office;

C. Accomplishment Report together with a General Certification that the L & D intervention was used/adopted by the office at the local level;

D. Accomplishment Report together with a General Certification that the L & D intervention was used/adopted by a different office at the local/higher level.

6.8.3 Furthermore, *Policy on Rewards and Recognition of the DepEd Caraga* underscored the importance of attendance to Trainings/Seminars/Workshops/Conferences/Webinars/Online Courses. A corresponding point will be granted only when the ensuing indicators are followed:

a. Participation to trainings/ seminars/ workshops/ conference/ webinars/ online courses in any modality in the previous calendar year.

b. Only those sanctioned by DepEd with Memoranda/ Advisory will be considered.

c. International Training is when trainers are internationally recognized/ accredited.

The same is true to national training which trainers are nationally recognized/accredited NEAP-Recognized by DepEd.

d. Participant in a specialized training e.g., Scholarship Programs, Short courses, and Study grants sponsored by countries which Philippines has bilateral agreement and/or organizations which DepEd has forged partnership with shall be given (1) point for every month but not to exceed five (5) points.

e. MOVs shall include issuance/memorandum identifying nominee as participants, Certificate of Participation/ Completion, and Certificate of Attendance/Appearance.

6.8.4 Both issuances, recognize the contributions of personnel serving as Consultant/ Resource Speaker/Learning Facilitator/Discussant/Lecturer in seminar, training programs, conferences, conventions, congress, forums, learning action cell sessions, etc. Merit shall be given only when the following documents are complied.

- a. Issuance/Memorandum/Invitation/Training Matrix
- b. Certificate of Recognition/Merit/Commendation/Appreciation
- c. Slide deck/s used and/or Session Guide/s

6.8.5 NEAP Accredited Learning Facilitator on the other hand, shall present Certificate of Recognition issued by NEAP Regional Office/NEAP Central Office in order earn points when applying for promotion.

6.9 Support Requirements

6.9.1 The DepEd Caraga Region shall have an approved budget for L&D interventions according to DepEd' strategic mandate.

6.9.2 The quality, effectiveness, efficiency, and costs of L&D intervention shall be an important consideration in continuing the program implementation. Hence, the organization shall allocate budget/resources for approved L&D interventions. However, for those that will impose costs on the participating offices, the fee shall be charged against the concerned office of the participant.

6.9.3 Allocation of funds for venue, meals, and snacks, and room accommodation for organized L&D activities shall be:

6.9.3.1 for activities utilizing DepEd training venues such as the Regional Education Learning Centers (RELCs), Applied Nutrition Center, ECOTECH Center, National Educators Academy of the Philippines (NEAP), and Baguio Teachers Camp, the allowable rates for facilities, meals, and snacks, and room accommodation per participants per day shall not exceed One Thousand Five Hundred Pesos (Php 1 500.00).

6.9.3.2 the allowable rates for activities, which are less than one day or for activities which do not require three meals:

Meal	Rate
Breakfast	P 200.00
Snacks (a.m./ p.m.)	P 100.00
Lunch/ Dinner	P 400.00

Reference: DepEd Order No. 2, s. 2018

6.9.3.3 For activities utilizing other training venues or other service providers, the allowable rates are as follows:

Residential (live-in)	<i>Not exceeding P 2 000.00/pax/day</i>
Non-residential (live-out)	<i>Not exceeding P 1 200.00/pax/day</i>

The allowable expenses chargeable to the rates indicated above shall include:

- i. meals and snacks;
- ii. use of function room/s;
- iii. provision of audio-visual system/facility; and
- iv. other equipment and requirements (e.g. free-flowing coffee, free internet connection, LCD projector, among others).

6.9.3.4 for room accommodations only, the allowable rates shall be One Thousand Pesos (P 1 000.00) per participant per day.

6.10 Responsibilities

6.10.1 The implementation of the Competency-Based L&D Management System is a shared responsibility of the management, Chiefs of the Functional Divisions, L&D implementers, Personnel Development Committee (PDC) and the official and employee.

6.10.2 L&D implementers shall convene anytime of the year to ensure synchronicity of various needs-based interventions and programs.

6.10.3 Sharing of responsibilities in the implementation of the Competency-Based L&D Management System shall consider the following roles:

Responsible Person/s	Roles and Functions
Regional Director	• sets and determines overall L&D Strategy and directions • approves L&D proposals and plans of Chiefs of Functional Divisions, Supervisors and other L&D Implementers relative to development interventions that are appropriate to improve the job performance of DepEd Caraga Regional Personnel and increase productivity of the Department. • provides the right resources and environment that supports the growth and development needs of an individual employee • adheres to the 3-year professional development priorities of the Department of Education
Chiefs of Functional Divisions and Supervisors	• conduct learning and development needs assessment to address developmental needs of their respective employees • support and monitor the employees in the implementation of LAP
Employee	• identifies goals and activities for development and prepare an IDP • looks for learning opportunities in everyday activities

	• participate actively in any L & D activity • prepares and implements LAP or REAP
HRDD	• conducts competency assessment • facilitates the preparation of RO L&D Plan • designs, delivers, and evaluates learning and development interventions required for the employees to meet the mission-critical/competency gaps. • assists supervisors in preparing a well-crafted competency-based job description – it is the foundation upon which employee training and development activities are built. • undertakes competency assessment or propose other modes of assessment • prepares Six-Year HRD Plan/L&D Annual Plan • leads the L&D Planning Workshop to review the implementation of the Competency-Based L&D Management System and set the yearly L&D targets and programs
Personnel Development Committee (PDC)	• Recommends attendance of personnel in any of the L & D activities (trainings, seminar -workshops, conventions, conferences, symposia, and fora sponsored by non-governmental organizations or private institutions). • Serves as Scholarship Committee that screens, nominates, and recommends personnel from regional office and SDOs for local and international scholarship, training, and fellowship grants. • Cascades REDP directions and priorities which will serve as anchor for all L&D programs/initiatives of the region. • Develops and/or implements guidelines for the selection of nominees for L & D and scholarship programs, in accordance with DepEd policies. • Recommends designation of L & D PMT, if needed, to implement one or more L & D subsystems. • Reviews RO & SDO - Strategic Plan for Professional Development) SPPDs approval and implementation. • Reviews and endorses report of RO-SPPD accomplishments and results to the Regional Director for approval. • Reviews and recommends approval of LDNA plan and directs the L&D PMT to proceed with the conduct of the LDNA. • Reviews and endorses LDNA report to the Regional Director for approval. • Reviews and approves designs and learning resource packages for L & D programs. • Tracks progress of L&D program delivery and updates the Regional Director. • Ensures that L&D QATAME processes, procedures, and reporting are implemented by the Regional Office. • Collaborates with other Human Resource (HR) bodies in strengthening link among Performance Management System

	(PMS), Recruitment, Selection, and Placement (RSP), and Rewards and Recognition (R & R).
PD Program Evaluators	• Review and evaluate each element in the detailed PD program designed based on the quality standards set. • Evaluate the evidence of each quality standard in the relevant section of the detailed PD program design. • Evaluate the alignment of the objectives with the session content, methodology/activities, output and intended learning outcomes. • Ensure the alignment of the proposal to the Professional Standards. • Check individual attachment for consistency, accuracy and compliance with requirements. • Consolidate the result of the evaluation through the Quality Assurance Recommendation Form • Prepare clearly articulated recommendations for PD programs that failed to meet the QA standards, for compliance of the PD program owner. • Endorse the QA Recommendation to the QA Certificate approver.

6.11 Learning Service Provider Management

6.11.1 Criteria. To ensure the quality of L&D activities, the following shall be considered in selecting individual resource persons, speakers, trainers and facilitators, and groups/institutions:

Area	Details
Education/Expertise	Resource speaker shall hold doctoral or master's degree or shall be a subject/area specialist supported by a resume. For L and D applied for NEAP Recognition, the resource speaker shall use the resume template prescribed by NEAP while for L and D applied for CPD Credit Units, resource speaker shall use the resume prescribed by the Professional Regulation Commission (PRC). Resource speakers shall be an active professional license holder issued by any of the following: Professional Regulation Commission, Integrated Bar of the Philippines, Civil Service Commission, and other authorized and reputable licensing agencies. (PRC IDs should have been valid for at least six months after the activity was completed). In cases where the resource speakers failed to meet the above-mentioned requirements, the proponent shall

	provide a Letter of Justification and other supporting documents (such as National Competency Certificate, Assessment Certificate and other specialized training) that will attest the credibility of the invited resource speakers. For NEAP recognition application, Certified Learning Facilitator by the NEAP maybe invited as a speaker in the absence of advanced academic degree.
Experience	Proven record such as service record and/or portfolio that can substantiate any claims to the experience or skill and preferably with documented outcomes
Physical attribute	Sustainability or fitness for the task or role
Integrity	Absence of critical incidents that might otherwise tarnish or put to question the person's credibility, character, ethical behavior, or intellectual integrity as a learning service provider

6.11.1.1 If expertise is required in the L&D intervention, the same must be included in the Terms of Reference or letter of conforme as a pre-requisite for selecting trainers/facilitators and resource persons.

6.11.1.2 Non-DepEd LSPs need to present authorization and program recognition from the National Educators Academy of the Philippines before they can offer a Learning and Development Activity within the region. This is based on DepEd Order 001, s. 2020.

6.11.2 Honorarium. Professional fees or honoraria of non-DepEd learning service providers and/or resource speakers shall be subject to the guidelines under Budget Circular Nos. 2007-1 and 2 and National Budget Circular No. 2007-510.

6.11.2.1 Government personnel who acts as lecturers, resource persons, coordinators or facilitators in other government agencies which are outside of their mother agencies, may be paid honoraria at such rates as may be determined by the agency authorities concerned in accordance with the succeeding guidelines.

6.11.2.2 In view of the expertise of lecturers, resource persons, coordinators or facilitators, the minimum honoraria rates shall be two (2) times their hourly rates based on their monthly salaries at 22 work days per month, and 8 work hours per day. Such honoraria rates may be raised further but not exceeding the maximum honoraria rates of (2) times the hourly rate for a position of Professor VI, step I of SG-29, depending on the difficulty and complexity of the subject matter, the professional qualifications of the lecturers, resource persons, coordinators and facilitators, and the position levels of the participants. Furthermore, the honoraria to be paid shall correspond to the number of actual lecture/training hours plus equal number of hours for preparation.

The following formula shall serve as guide in the computation of the minimum and maximum honoraria to be paid given a group of fifty (50) seminar/workshop/training participants:

$$\begin{aligned} \bullet \text{ Total Minimum Honorarium} &= (2) \left(\frac{\text{MSR}_{\min}}{1 \text{ month}} \times \frac{1 \text{ month}}{22 \text{ days}} \times \frac{1 \text{ day}}{8 \text{ hours}} \right) (2) (T \text{ hours}) \\ &= (0.023) (\text{MSR}_{\min}) (T) \end{aligned}$$

$$\begin{aligned} \bullet \text{ Total Maximum Honorarium} &= (2) \left(\frac{\text{MSR}_{\max}}{1 \text{ month}} \times \frac{1 \text{ month}}{22 \text{ days}} \times \frac{1 \text{ day}}{8 \text{ hours}} \right) (2) (T \text{ hours}) \\ &= (0.023) (\text{MSR}_{\max}) (T) \end{aligned}$$

Where:

$\text{MSR}_{\min}$ = monthly salary rate of the lecturer/resource person/coordinator/facilitator

$\text{MSR}_{\max}$ = monthly salary rate of a position of Professor VI, step 1 of SG- 29

The total honoraria maybe proportionately increased depending on the number of seminar/workshop training participants in excess of fifty (50) participants.

6.11.2.3 Lecturers, resource persons, coordinators and facilitators from the private sector may be paid honoraria at such rates as may be determined by the agency authorities concerned and by using the above formula as guides.

6.11.2.4 In addition to honoraria, lecturer, resource persons, coordinators and facilitators in out-of-town seminar, training programs and similar activities may be entitled to traveling and other expenses incidental hereto, subject to existing rules and regulations.

6.11.2.5 Honoraria shall not be granted to the designated lecturers, resource persons, coordinators, and facilitators within their respective sponsoring agencies as such services are deemed part of the duties and responsibilities of their appointive positions to disseminate information, clarify issues and concerns and to interact with clients and/or implementers of agency mandates.

6.11.2.6 Agency personnel who are in charge of the conduct of training and similar programs and activities by virtue of their positions in the sponsoring agency, are not entitled to honoraria when they act as lecturers, resource persons, coordinators or facilitators in in-house training and similar programs and activities.

6.11.3 DepEd Caraga has recognized content experts in the region who will serve as learning resource speakers/facilitators and internal reviewers of activity plans for teacher and school leadership professional development programs.

Likewise, an L&D Resource Pool/Official List of Trainers shall be established and whose qualifications shall be reviewed by NEAP-Caraga every year or as the need arises. These certified expert trainers shall be required to prepare and update their resume using the PRC and NEAP Templates for easy referrals.

6.11.4 Evaluation. The performance of the LSPs shall be evaluated using the Daily Online Evaluation and End of the Program Evaluation. Those who obtained a Very Satisfactory rating shall be retained in the L&D resource pool.

6.12 Green, Healthy and Safe Learning and Development Environment

The DepEd Caraga Region L&D implementers shall subscribe to the principle of “Green, Healthy and Safe Environment”. To put this principle in action, the implementers shall promote and observe the following:

6.12.1 Green Environment. This means all L&D implementers shall use appropriate technology and materials that will reduce energy consumption. As such, the following shall be undertaken, among others:

6.12.1.1 Turn-off electrical appliances, equipment, gadgets, and paraphernalia when not needed, particularly, for long period of time.

6.12.1.2 Make use of reusable bag as L&D kit; and

6.12.1.3 Reproduce learning materials only when they are determined necessary and useful, but possibly recycled papers. As an alternative to hard copy reproduction of materials especially voluminous handouts, presentations, documents and reference materials, an e-copy (through CDs and thumb drives) may be resorted to.

6.12.2 Healthy Environment. This refers to creating an environment where participants to the L&D programs are not only intellectually but also physically and emotionally nourished. Hence, L&D implementers shall consider the following:

6.12.2.1 MC 8. S. 2011 (Reiteration of the Physical Fitness Program or the Great Filipino Workout).

6.12.2.2 Simple exercises such as nine-joint exercise and chair exercises.

6.12.2.3 Anti-Smoking prohibition shall apply all programs and extend to those conducted or ran by implementers outside of the DepEd Caraga Region premises (Executive Order 26, S. 2017).

6.12.2.4 Serving healthy and nutritious meals, avoiding junk foods and soft and/or carbonated/flavored drinks; and serving preferably fresh juices and water only (D.O. 13 s. 2017 Re: Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Office)

6.12.2.5 Wellness corner in the venue; and

6.12.2.6 Monitoring of hygiene and sanitary facilities

6.12.2.7 Training venue specifications

6.12.3 Safe Learning Environment. The following should guide the PMT, resource speakers or facilitators, and members of the secretariat during the conduct of trainings:

6.12.3.1 PWDs shall be seated in such a way that their disability will not hinder or will have the least effect on their learning. In choosing a venue, the following should be observed:

- i. PWD-friendly. If possible, such trainings should be on ground floor and shall be accessible to PWDs.
- ii. Restrooms are PWD-friendly and are easily accessible from the training room.
- iii. Availability of breastfeeding area or lactating area
- iv. Safe Learning Environment – Include availability of safety regulations at the workplace/L&D venue, provision of First Aid and assistance to vulnerable persons or groups with special needs, and reporting of occupational hazards and their preventive measures.

6.12.3.2 Senior citizens and pregnant women shall likewise be given seats most comfortable for them. The provision of item ii shall likewise apply if there are senior citizens or pregnant women among participants.

6.12.3.3 The PMT, resource speakers or facilitators, and members of the secretariat shall at all times be sensitive to the diversity of the group and shall not do any act that may offend any person on account of his/her sex and gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing and other attributes.

6.12.3.4 Workshops and other activities shall be conducted in a way that persons with special needs (PWDs, senior citizens, pregnant women) are not unduly burdened while at the same time, are not excluded therefrom.

6.12.3.5 The facilitator shall at all times treat people with special needs with care and sensitivity while at the same time not giving them too much attention. Such as, to the time taken, manner of participation, and contribution by persons with special needs.

6.12.3.6 The facilitator shall ensure the participation of all members of the group to ensure that no person is excluded or feels excluded. He/she shall respect the ideas of each participant and shall refrain from such acts that can hinder the effective learning of any participant.

6.12.3.7 In keeping with the Equal Opportunity Policy of the Department, all L&D implementers shall observe proportionate representation between male and female participants in the distribution of slots.

6.12.3.8 Ensure a gender-responsive physical and social learning environment that promotes respect for all people and has zero-tolerance for all forms of discrimination, violence, and abuse.

6.12.3.9 Ensure the use of gender-fair language to avoid bias toward a particular sex or gender and avoid implicit and explicit discriminatory language against women or men.

6.12.3.10 Foster positive relationships among learners, trainers and HRDD staff by encouraging participation and active involvement during training and other development interventions. DepEd Caraga shall not

tolerate any act of sexual harassment, bullying and intimidation. If such incidents occur, a report shall be made immediately by the concerned training staff to the Head of the L&D implementer who shall then take the necessary and appropriate action within 24 hours from receipt of the report or information; and

6.12.3.11 Protection from hazards and promotion of a sustainable work environment. This includes availability of safety regulations at the workplace or L&D venue, provision of First Aid and assistance to vulnerable groups or groups with special needs, and reporting of occupational hazards and their preventive measures. All Functional Divisions in DepEd Regional Office shall participate in the implementation of this provision.

6.12.3.12 Provision of medical team and over the counter medicines during training

6.12.3.13 Service Providers for Food and Accommodation of any L&D Activity should observe what is specified in the Purchase Request (PR)

6.12.3.14 When conducting L and D activities, may it be face-to-face, synchronous, or asynchronous, the health of learners and the program management team are of paramount importance. Safe and healthy working conditions are fundamental while conducting the L and D activities. Both the program management team and the learners should adhere and integrate the standard protocols of health and safety while increasing physical and mental resilience, reduce the transmission, reduce contact, and reduce duration of infection of any virus or bacteria that may challenge the health condition of the participants and the PMT.

6.13 Records Maintenance and Management

The following records shall be maintained by the HRDD and by other L&D implementers when applicable to them:

6.13.1 List of training/development interventions attended per employee per Functional Division.

6.13.2 List of participants per training/development intervention conducted by other Functional Divisions containing a breakdown of female and male learners and participants and their levels of positions; and

6.13.3 List of LSPs and programs they facilitated/conducted.

6.13.4 L&D Activity/Program Completion Report or Documentation Report to be submitted 10 working days after the conduct of the activity to include in the following order:

6.13.4.1 For Non-Teaching Personnel

- i. PAWIM-F-016 OPDNTP Activity Proposal
- ii. PAWIM-F-017 Registration Form (for F2F activity)

- iii. PAWIM-F-018 Attendance Sheet (for F2F)
- iv. Result of QATAME (NEAP F1, 2, 3) (for F2F)
- v. Attachment A: Registration Form (for virtual activity)
- vi. Attachment B: Attendance Form (for virtual)
- vii. Attachment C: Activity Evaluation (for virtual)

6.13.4.2 For Teaching and Teaching-Related Personnel

- i. CO-NEAP-F032 Program Completion Report
- ii. CO-NEAP-F037 Program Completion Report Attachment
- iii. CO-NEAP-F038 Financial Report

6.13.4.3 Other relevant documents (applicable to both A & B)

- i. Office memorandum
- ii. Activity plan/Instructional design
- iii. Facilitator's session guide
- iv. Letter of invitation/Correspondence
- v. MOA/Contract/TOR/Confirmation Letter from the resource person
- vi. Profile of the resource person/Resume
- vii. Summary of resource person's ratingWritten documentation of the learning process (journal/reflection/learning insight) sample only
- viii. Learning action plan
- ix. Pre- and Post-tests results analysis.
- x. Financial report (obligated/billing amount)
- xi. Pictorials (1 page with 5 photos highlighting the activity)
- xii. Hard/E- Copies of learning materials/presentations
- xiii. Sample certificate of participation/recognition

6.13.5 For L and D activities applied for Continuing Professional Development (CPD) Units, Activity Completion Reports must be submitted to the PRC through CPDAS after the number of days specified by the delivery platform.

- i. Face-to-Face: 30 Calendar Days after the conduct
- ii. Webinar / Online: 10 Calendar Days after the conduct
- iii. Video on Demand: Every End of the Month

6.13.5.1 Attach the following required supporting documents. All these documentary requirements shall be saved IN ORDER in one (1) PDF File:

- i. Completion Report (Form "CPDD-05")
- ii. Registration Sheet and Attendance Sheet
- iii. Actual program of activities with the list and profile of lecturers/resource persons and information about any deviation from the approved program
- iv. Lecture materials of the resource persons/speakers/facilitators, etc.
- v. Summary of evaluation of resource persons in tabular form

- vi. Summary of evaluation of learning of the participants (Exam/Test Results)
- vii. Financial Report/Actual Breakdown of Expenses (using the prescribed template pursuant to Commission Resolution No. 1520 S. 2022)
- viii. Relevant photographs / screenshots of training / event proper
- ix. Souvenir magazine, if available
- x. Others that may support the evaluation of your performance.

NOTE: *Excel Attendance Sheet for CPDAS shall be accomplished properly (prescribed format/template is available from "Downloadables" of your CPDAS account) and upload in the system to reflect this program to the individual dashboards of the participants.*

6.13.6 For L and D activities applied for NEAP Recognition, Program Completion Reports must utilize the prescribed format set by NEAP CO through askneap@deped.gov.ph, copy furnished rneap_caraga@deped.gov.ph.

6.13.7 For every employee sent to any L&D activity, a copy of the Certificate of Attendance/Participation/Completion, program materials and the LAP shall be submitted by the employee to his/her Chief of the Functional Division and to the HRDD within three (3) working days from the completion of the L&D. This information shall be captured in the <https://ro.depedcaraga.site/home> and HR Record Update Form and shall be forwarded, together with the program materials, by the Chief of Functional Division to HRDD for consolidation every 5th day of the ensuing month to ensure continuing professional development.

6.13.8 For HRDD-conducted or initiated programs, HRDD shall automatically record the employee attendance to the said programs. Chiefs of Functional Divisions who are likewise initiating or conducting L&D activities and/or programs to DepEd Caraga officials and employees shall also submit the same information to HRDD.

6.13.9 Should there be updated data on education and experience of an employee, the same shall be communicated every 5th day of the month to HRDD using the HR Record Update Form.

6.13.10 Before submission of proposal to HRDD, the proponent must complete the required data through a link to be provided by the HRDD tinyurl.com/yearLDcaraga and secure document tracking number through <https://dts.depedcaraga.net/>. This mechanism ensures data storage for future use of PPRD and other FDs.

6.14 Performance Metrics. The HRDD shall develop appropriate performance metrics in L&D.

6.14.1 Appropriate combination of time, quantity, quality, cost, meeting needs, diversity, among others, shall be established as standards. HRDD is not precluded from proposing percentage weight allocation for every measure to get the total performance level. Below is an example:

PERFORMANCE MEASURE	DESCRIPTION
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Time	No. of L&D hours per employee per year based on the IDP. Cycle time (in months) of developing new L&D interventions
Quantity	No. of employees gone through L&D per year (with sex disaggregation)
Cost	L&D cost factor (L&D cost/Employees trained) L&D cost per hour
Meeting the needs	Difference between the number of people that need training and the number of people that attend the training. Net benefit (i.e., total benefits less total costs) Decrease in number of complaints
Diversity	No. of different programs conducted/offered to employees

6.14.2 To measure the effectiveness of the L and D Activity attended by an employee, monitoring is conducted at least six (6) months after an employee attended an L and D Activity.

Section 7. Learning and Development Subsystems

7.1 Learning and Development Needs Assessment (LDNA)

7.1.1 Definition:

Learning and Development Needs Assessment (LDNA) is the subsystem for determining professional development needs of the Department's personnel in key performance areas, as a basis for identifying L&D programs.

7.1.2 Purpose:

The subsystem provides processes for identifying competency gaps that affect individual and organizational performance. It establishes baseline data on competency levels of personnel and provides a basis for tracking progress towards desired levels of proficiency. The output of the subsystem is the LDNA Report, which contains information that will guide the planning and designing of L&D programs.

7.1.3 Processes: LDNA follows a set of processes.

- i. Planning for LDNA
- ii. Developing data collection tools
- iii. Collecting data
- iv. Analyzing and validating data (including prioritizing of competency gaps)
- v. Preparing LDNA report

7.1.4 General Guidelines:

7.1.4.1 LDNA is a basic requirement for any L&D program and its results are used to inform subsequent L&D subsystems across governance levels.

7.1.4.2 LDNA shall be conducted at least once a year as input to the annual L&D planning and budgeting process so that key L&D programs are included in the concerned office's Work and Financial Plan (WFP).

7.1.4.3 LDNA may be done as the need arises, such as an individual's assumption of office or transfer to a new position, changes in management and/or strategic priorities and others, to ensure learning needs are addressed and do not hamper effective performance.

7.1.4.4 Individual LDNA shall be done for all employees at least once a year as part of the Results-Based Performance Management System (RPMS). This is accomplished through its Phase III: Performance Review and Evaluation and Phase IV: Performance Development Planning, which produces the Individual Development Plan (IDP). The IDP is an input to the LDNA for the office and/or the job group to which the employee belongs. Progress on the IDP is regularly monitored to ensure completion of committed L&D activities and achievement of learning objectives.

7.1.4.5 LDNA is a collaborative process involving the Personnel Development Committee (PDC), the Program Management Team (PMT) conducting the LDNA, heads of offices that are the target of the LDNA, and individual employees. Roles and expectations from each of these stakeholders shall be clarified at the beginning of the process.

7.1.4.6 An LDNA Plan approved by the PDC of the office/school is required before proceeding with any data gathering activities.

7.1.4.7 Participation in LDNA data gathering activities must be approved by the immediate supervisor of the target personnel respondent or informant. It is expected that the protocols of inviting DepEd personnel to participate in any activity are observed.

7.1.4.8 Individuals or teams conducting LDNA are expected to adhere to established processes and standards of LDNA to ensure validity and reliability of results.

7.1.4.9 The LDNA Report shall be submitted to the respective head of office through the PDC within 15 days upon completion of LDNA data gathering process.

7.1.4.10 Confidentiality shall be observed in the conduct of the LDNA, and all information shall be used for the intended purpose only.

7.1.4.11 The use of technology, such as online LDNA, is recommended where appropriate and feasible, for ease in administration, data gathering, consolidation and analysis.

7.1.5 Quality Standards

7.1.5.1 LDNA Plan shall contain the following key elements:

- i. Objectives – specify the target unit/s and/or jobs, and the performance and/or competency areas that will be the focus of assessment.
- ii. Data Requirements and Data Sources – identify the nature of data needed and where to obtain the data.
- iii. Methodologies and Tools – describe the methodologies that will be used, including the tools to be administered or developed.
- iv. Implementation Details – map out the activities, persons responsible, timelines and resources needed in conducting the LDNA.

7.1.5.2 The LDNA process is inclusive.

- i. Mechanisms for meaningful involvement of relevant stakeholders, such as target job holders, immediate supervisors, management, and others, are built into the LDNA process.
- ii. These mechanisms provide stakeholders participation that builds ownership and commitment to the LDNA process and results.
- iii. Safeguards for confidentiality in gathering, recording, and disseminating data are incorporated into the LDNA process.

7.1.5.3 Methodologies employed are valid and reliable.

- i. Selected methodologies are valid and measure what they are supposed to measure, given the objectives and the data requirements of the assessment.
- ii. Selected methodologies are reliable and ensure accuracy of measurement.
- iii. A right mix of methodologies is used, where appropriate, to obtain needed data.
- iv. The choice of methodologies considers the time and cost to implement them.

7.1.5.4 Data resources are up-to-date, legitimate, and official, and/or approved or accepted for use by credible and recognized authority.

7.1.5.5 Data gathered, and findings are validated using appropriate methodologies and varied resources before analysis, conclusions and recommendations are finalized.

7.1.5.6 The LDNA Report includes the following elements:

- i. Executive Summary
- ii. Background and Rationale
- iii. Methodology
- iv. Limitations of the LDNA
- v. Assessment Results

- vi. Conclusions
- vii. Attachments, including LDNA Plan, templates and forms used, worksheets and videos and pictures, if applicable

7.1.6 QATAME of L&D Needs Assessment

7.1.6.1 Objective

QATAME in L&D Needs Assessment aims to ensure that LDNA processes are observed, and final output meets standards.

7.1.6.2 Key Processes

QATAME in L&D Needs Assessment starts with the Program Management Team's observance of the needs assessment process and application of standards. The Personnel Development Committee (PDC) conducts internal quality review, while the external QATAME Team provides technical assistance and quality check of: (1) the LDNA Plan before commencing needs assessment activities, and (2) LDNA Report before it is endorsed for approval of the Head of Office.

7.1.6.3 QATAME of L&D Needs Assessment

L&D PMT	PDC	QATAME Team	Head of Office
1. Observes LDNA processes and applies standards			
2. Seeks guidance and assistance from QATAME team on LDNA processes and tools, as needed. (PMT may also seek technical assistance from other offices)	3. Reviews LDNA Plan vis-à-vis LDNA Plan Evaluation Form before submitting to QATAME for evaluation	4. Evaluates LDNA Plan and gives feedback to PDC and PMT	
5. Refines LDNA Plan based on QATAME feedback, if necessary	6. Reviews LDNA Report vis-à-vis LDNA Report Evaluation Form before submitting to QATAME for evaluation	7. Evaluates LDNA Report and gives feedback to the PDC and PMT	
8. Refines LDNA Report based on QATAME feedback, if necessary	9. Reviews and endorses refined LDNA Report for approval of head of office		10. Reviews final LDNA Report a. Provides feedback to PDC and PMT for further refinements, if needed.

			b. Approves final LDNA report
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7.2 L&D Planning

7.2.1 Learning and Development Planning (LDP) is the subsystem for identifying and mapping L&D programs and their implementation requirements to address priority competency-gaps identified in the LDNA Report.

7.2.2 The subsystem provides processes for clarifying strategic performance goals, developing workplace development objectives, identifying L&D programs to address competency gaps along performance areas, and determining resources needed to implement these.

7.2.3 The subsystem helps ensure that L&D programs are “strategic interventions anchored on DepEd’s mandate, goals, quality objectives, and national policies such that implementation of programs constitute or support the Department’s core business”.

7.2.4 Two outputs from the subsystem:

- i. Human Resource Development (HRD) Plan / Strategic Plan for Professional Development (SPPD) – maps out L&D programs to develop competencies essential to achieving strategic performance goals over a five-year period for the Department, regional, and schools’ division levels, and a three-year period for schools.
- ii. Annual Plan for Professional Development – maps out yearly implementation of the HRD or SPPD Plan.

7.2.5 Processes

- i. Reviewing LDNA results
- ii. Developing Workplace Development Objectives
- iii. Formulating terminal (performance) learning objectives
- iv. Identifying L&D programs
- v. Plotting five- or three-year implementation Plan
- vi. Developing M&E Plan
- vii. Developing Risk Management Plan
- viii. Developing Communication and Advocacy Plan
- ix. Validating and Finalizing L&D Plan

7.2.6 LDP Quality Standards

7.2.6.1 L&D Planning is based on the results of systematic learning needs.

- i. The LDNA report is reviewed as an input to the L&D planning.

- i. The LDNA report is reviewed as an input to the L&D planning.
- ii. Priority competency gaps are the focus of L&D planning.
- iii. The L&D Plan identifies programs that are responsive to identified priority competency gaps.

7.2.6.2 An L&D program may be in the form of a single intervention or a mix of interventions under any or all of the following modalities:

- i. Job Embedded Learning
- ii. Relationship and Discussion-Based Learning
- iii. Formal Learning

7.2.6.3 The L&D Plan uses gender-fair and socially inclusive language.

7.2.6.4 The L&D Plan has the following elements

- i. DepEd's strategic directions and key result areas
- ii. Agency L&D situationer and objectives
- iii. Priority competency gaps for development
- iv. Workplace Development Objectives (WDO)
- v. Target offices or groups of learners
- vi. L&D programs
- vii. Implementation schedule
- viii. Resource requirements for plan implementation
 - a. Budget
 - b. Facilities, equipment, materialism, and other logistics needed to implement programs
 - c. Staffing needed to implement programs
 - d. Policies and other support from high-level officials
- ix. Responsibilities for L&D Plan implementation
- x. Monitoring and Evaluation (M&E) Plan
- xi. Communication and Advocacy Plan

7.2.6.4 The L&D Plan is reviewed and approved by the portfolio manager for specific governance levels before subsequent subsystems are executed (e.g., design, development, delivery, etc.)

7.2.7 QATAME of L&D Planning

7.2.7.1 Objective

QATAME of L&D Planning aims to ensure that LDP processes are observed, and the final outputs meet the standards.

7.2.7.2 Process

QATAME of L&D Planning starts with the L&D Program Management Team's observance of the needs assessment process and application of standards. The Personnel Development Committee (PDC) conducts internal quality review of the HRD or SPPD before endorsing for approval of the head of office. The External L&D QATAME Team in the Regional Office may be tapped to provide technical assistance on L&D Planning QATAME.

7.2.7.3 QATAME of L&D Planning

L&D PMT	PDC	External QATAME Associate	Head of Office
1. Observes LDP processes and applies standards in developing HRD or SPPD 2. Seeks guidance and assistance from QATAME Associates on LDP processes and tools as needed 5. Refines HRMS or SPPD based on PDC and/or QATAME feedback, if any	3. Reviews draft L&D Plan, and if deemed necessary, endorses it to external QATAME for evaluation 6. Checks refined version of the HRD or SPPD and endorses to Head of Office for final review	4. Evaluates HRD or SPPD when requested, and gives feedback to PDC and PMT 7. Reviews refined Bureau/Service PPD and gives feedback to PDC and PMT	8. Reviews final HRD or SPPD a. Provides feedback to PDC and PMT for further refinement, if needed b. Approves final HRD/SPPD

7.3 L& D Program Designing

7.3.1 L&D Program Designing (LDPD) is the subsystem for conceptualizing and mapping out the elements of specific programs that will address competency gaps identified in the L&D Needs Assessment.

7.3.2 The subsystem provides processes for formulating and ensuring comprehensiveness and coherence of various program elements: target learners, learning objectives, outputs, content, methodologies, and resources needed for program implementation. The program design, which is the subsystem's output, serves as the blueprint for developing learning resource packages, implementing the program, and establishing follow-through mechanisms to ensure learning application. The subsystem likewise provides for review and finalization of the initial program M&E plan that was developed during the annual planning.

7.3.3 Designing L&D programs is iterative. It follows sequential steps, as the output of each step becomes an input to the next:

- i. Validating learning needs and profile of the target group
- ii. Finalizing Workplace Development Objectives

- iii. Formulating learning objectives
- iv. Determining program outputs
- v. Estimating time requirement
- vi. Identifying and organizing content
- vii. Determining methodologies
- viii. Identifying Program Management Team and learning service providers
- ix. Identifying learning resource packages, supplies, equipment, and other logistics needed to support delivery
- x. Reviewing and finalizing detailed L&D activity design
- xi. Identifying and/or finalizing Workplace Application Plan
- xii. Finalizing M&E plan
- xiii. Preparing program design and proposal package

7.3.4 Quality Standards

7.3.4.1 The L&D program design should be comprehensive, efficient, and directly responsive to the findings and recommendations in the LDNA Report.

7.3.4.2 All program designs/activity proposals, regardless of modality, shall contain the following key elements:

For Teaching and School Leaders

A. Information about the applicant

Name of Applicant/Proponent:

Position Agency/Functional Division:

B. Profile of the program or course

- i. Title of the Program or course:
- ii. Rationale
- iii. Program or course description
- iv. Professional development priorities
- v. Professional standards covered (PPST, PPSSH or PPSS domain/s, strand/s, indicator/s)
- vi. Target participant profile (Career stage, Grade level, Learning Area)
- vii. Number of hours (face to face instruction and or online learning, and classroom application (if applicable)
- viii. List of resource persons/learning facilitators supported by Curriculum Vitae
- ix. Modality (Formal Learning, possibly with Job-Embedded Learning (JEL), Learning Action Cell (LAC), relationship and discussion-based learning, among other modalities)
- x. Delivery Platform (Online, face -to-face and blended delivery)
- xi. Indicative date of implementation; and
- xii. Professional Regulation Commission (PRC) Program Accreditation No. if applicable

C. Program or course design

- i. Objective/s or Outcome/s

- General Objective
- Specific Objectives
- ii. Detailed program or course matrix
- iii. Modules or learning resources to be used, and
- iv. Assessment plan

D. Program or Course Implementation Plan

- i. Schedule of Activities/Instructional Design
- ii. Budget Requirements
- iii. Funding Source
- iv. Monitoring and Evaluation
- v. Gender and Development Mainstreaming
- vi. Minimum Health Standards (MHS)

For Non-Teaching Personnel

PROPONENT OFFICE:

PROGRAM NAME:

AMOUNT REQUESTED:

I. RATIONALE:

II. PROPOSED OPDNTF ACTIVITIES FOR FY XXXX

*Note: Arrange the order of your activities from most priority to least priority

A. (Title of Activity)

- A.1. Date of Conduct:
- A.2. Duration of Activity:
- A.3. Venue/Platform:
- A.4. Target Participants:
- A.5. Activity Rationale:
- A.6. Objective:
- A.7. Expected Output:
- A.8. Methodology:
- A.10. Budgetary Requirement

B. (Title of Activity)

- B.1. Date of Conduct:
- B.2. Duration of Activity:
- B.3. Venue/Platform:
- B.4. Target Participants:
- B.5. Activity Rationale:
- B.6. Objective:
- B.7. Expected Output:
- B.8. Methodology:
- B.9. Resource Requirement
- B.10. Budgetary Requirement

The signatories are the following:

Prepared by:

Noted by:

(Signature over Printed Name)

Position

Date:

(Signature over Printed Name)

Chief/Head of Office

Date:

Reviewed by:

Content:

Recommending Approval as to

(Signature over Printed Name)
OPDNTP Focal Person
Date:

(Signature over Printed Name)
PDC Vice-Chairperson
Date

Recommending Approval as to Availability of Fund:

(Signature over Printed Name)
Chief, Finance Division
Date

Recommending Approval as to Purpose:

Approved:

(Signature over Printed Name)
Name)
Assistant Regional Director
Date:

(Signature over Printed
Name)
Regional Director
Date:

7.3.4.3 The activity proposal shall be checked by the Chief of the Functional Division to be forwarded to the REC for evaluation and rating. The REC shall then forward the initially approved proposal to the RAC for deliberation and approval. This process is based on DO 001, s. 2020.

7.3.4.4 All approved regional L and D activities shall be submitted to the National Educators Academy of the Philippines Central Office (NEAP-CO) for Recognition.

7.3.4.5 L and D proponents are also mandated to apply all L and D activities for the Continuing Professional Development (CPD) Unit with DepEd Caraga Region as recognized CPD Provider with Accreditation Number PTR 2020-374. The following documentary requirements are:

- a) CPDD-02 Application for Accreditation of CPD Program
- b) CPDD-14 Certificate for Participants/Attendees (A copy of what to be issued)
- c) Program of Activities showing time/duration of topics /workshop and resource persons
- d) CPDD-16 Instructional Design (or using the prescribed template by the Board such as Professional Teachers, Nursing, etc. see Downloadables)
- e) Evaluation method or tool that measures the learning gained by the participants specific and appropriate to course objectives set (Pre/Post-test Questionnaire, Survey Questionnaire, etc.)
- f) CPDD-17 Resume of the Resource Person/s (including the required attachment)
- g) Valid Professional Identification Card/Receipt of Renewal of Resource Persons (Attach to Form "CPDD-17") if licensed/registered professional. Otherwise, submit a copy of a valid government or company-issued Identification Card

*In addition: For Online or Video-On-Demand Learning: (1) Declaration of Minimum Technical Requirements (e.g. Operating System, Processor, Memory, Browser, Internet Connection, etc.); (2) Data Privacy Notice (Composed by the Provider)

**In addition: If there is a Foreign Resource Person: Valid Special Temporary Permit if engagement is more than three (3) days or if there is physical

7.3.4.6 All proponents shall ensure that all L & D activities are gender-responsive either GAD direct activity (organization or client-focused) or by attribution through accomplishing the HGDG checklist in compliance with D.O. 32, s. 2017, which shall be checked by the Chiefs of the FDs as members of the GFPS of the region and schools' division offices.

7.3.4.7 All approved L & D activities shall be ready for procurement. A memorandum shall only be released when the Purchase Order is approved.

7.3.5 L&D Designs are competency-based.

7.3.5.1 Competencies for development are clearly identified in the Background and Rationale.

7.3.5.2 Competencies for development are used as basis for formulating/identifying the design elements, particularly learning objectives, outputs, content areas, and methodologies.

7.3.5.3 Learning objectives are relevant and responsive to the competencies for development.

- i. Terminal objective is directly aligned with competency identified in the learning results chain.
- ii. All learning objectives (terminal, enabling, and session) are stated from the learner's point of view.
- iii. All learning objectives are stated in behavioral terms and aligned with the behavioral indicators of the competencies for development.
- iv. Terminal objective specifies what learners can realistically do by the end of the program.
- v. Enabling objectives are relevant and sufficient to contribute towards achieving the terminal objective.
- vi. Enabling objectives specify what learners can realistically do by the end of each major learning block.
- vii. Session objectives are small enough to be covered in a learning unit, relevant, and sufficient to contribute towards achieving the enabling and terminal objectives.
- viii. Session objectives specify what learners can realistically do by the end of a learning unit or session.

7.3.5.4 Terminal and session outputs are relevant to the competencies for development and can be realistically produced by learners within the set time.

7.3.5.5 Content areas support achievement of learning objectives.

- i. All essential and important content areas are prioritized and covered in the design.
- ii. Content areas are organized in a logical sequence, using the most appropriate structure.

7.3.5.6 Delivery methodologies facilitate achievement of learning objectives.

- i. Design employs an appropriate blend of varied inductive and deductive methodologies.
- ii. Methodologies are responsive to adult learning preferences, e.g., experiential, and participative.
- iii. Methodologies are sensitive to learners' profile and needs (e.g., abilities and disabilities, age, gender, etc.).
- iv. Innovative and technology-supported methodologies are applied (synchronous, asynchronous, blended, or face-to-face).

7.3.5.7 Nominated team members are identified.

- i. Nominated resource persons, subject matter experts, coaches and /or learning facilitators possess needed competencies to deliver assigned sessions.
- ii. Project team members are sufficient in number and possess needed mix of competencies to manage the program.

7.3.5.8 All needed learning materials, supplies, and equipment to support delivery of learning sessions are identified.

7.3.5.9 Follow-through Job-Embedded Learning (JEL) or Workplace Application Project (WAP) is appropriate and feasible.

- i. JEL or WAP is directly aligned with the competencies for development.
- ii. The JEL or WAP will provide opportunities for demonstration of target competencies.
- iii. The JEL or WAP can be realistically completed within six months using available resources in the workplace.
- iv. The JEL or WAP is approved by the office/s where learners are based.
- v. Funding support, if needed, is available to implement the WAP.

7.3.5.10 The M&E Plan is relevant and comprehensive.

- i. The M&E Plan is anchored on the learning results chain and program learning objectives.
- ii. Target levels of evaluation are identified.
- iii. The M&E Plan covers at least Level 1 (Reaction) and Level 2 (Learning) evaluation).
- iv. Formative and summative M&E methods are identified.
- v. M&E timetable, responsibility centers and needed resources for conducting M&E are identified.

7.3.6 QATAME of L&D Designing

7.3.6.1 Objective

QATAME of L&D Program Designing aims to ensure that LDPD processes are observed, and the final outputs meet standards.

7.3.6.2 Process

QATAME of L&D Program Designing starts with the Program Managements Team's observance of the program design process and application of standards. The Personnel Development Committee conducts internal quality review, while the QATAME Team provides technical assistance and final quality check before the program design is endorsed for approval of the Head of Office/Director.

At the Regional Office, the Quality Assurance Division (QAD) spearheads the QATAME activities. It shall constitute a team that will include QA supervisors, HRD specialists/supervisors and learning area supervisors/specialists to evaluate outputs.

7.3.6.3 QATAME in the L&D Program Designing

PMT	PDC	QATAME Team	Head of Office
1. Observes program design process and applies standards			
2. Seeks guidance and assistance from QATAME on program design process as needed	3. With possible assistance form experts, reviews program design vis-à-vis program design Evaluation Form before submitting to QATAME for evaluation	4. Evaluates program design and gives feedback to PDC and PMT	
5. Refines design based on QATAME feedback, if necessary	6. Reviews and endorses refined program design for approval of Head of Office/Director		7. Reviews final program design a. Provides feedback to PDC and PMT for further refinements, if needed b. Approves final program design

7.4 L&D Resource Package Development

7.4.1 L&D Resource Package Development (LDRPD) is the subsystem for preparing delivery and learner materials that will support L&D program implementation, and facilitate learners' acquisition of knowledge, skills, and attitudes, and application of the same back on the job.

7.4.2 The subsystem provides processes for identifying, conceptualizing, and producing quality and responsive learning resource packages based on the L&D program design. Outputs are delivery materials that will be used by learning service providers in constructing the program, as well as learning aids that will be used by learners before, during, and after the program. Monitoring and evaluation instruments are also developed.

7.4.3 The subsystem has the following key processes:

- i. Reviewing approved L&D design
- ii. Finalizing list of learning resource materials
- iii. Reviewing standards for each type of learning resource materials
- iv. Identifying and evaluating available learning resource materials
- v. Developing new materials as necessary
- vi. Consolidating learner and delivery materials into a program learning resource package
- vii. Conducting alpha and beta testing of learning resource package
- viii. Finalizing learning resource package
- ix. Submitting to reviewing and approving authority for final approval

7.4.4 Quality Standards

7.4.4.1 Learning resource packages are relevant and appropriate to L&D program design.

- i. Content aligned with learning objectives and topics specified in the design.
- ii. Types (e.g., projected slides, printed materials, etc.) supportive of delivery methods.

7.4.4.2 Learning resource packages are learner and learning focused.

- i. Address the competency development needs of the target learners.
- ii. Appropriate to learning preferences of target learners.
- iii. Consistent with adult learning principles

7.4.4.3 Learning resource packages are accurate and authority-based

7.4.4.4 Learning resource packages adhere to DepEd branding guidelines issued by the Publication Division.

7.4.4.5 Learning resource packages are aligned with relevant standards used by the Bureau of Learning Resources (BLR).

7.4.4.6 Learning resource packages are compliant with the provisions of Republic Act (RA) 8293) “An Act Prescribing the Intellectual Property Code of the Philippines,” and “Specifications and Guidelines for Intellectual Property Rights Management” developed by the Bureau of Learning Resources.

7.4.4.7 Learning resource packages use inclusive and bias-free language (including examples and illustrations), and adhere to DepEd Order 32, series of 2017 entitled “Gender-Responsive Basic Education Policy”, and DepEd Order 51, series 2014, entitled “Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture.”

7.4.4.8 Learning resource packages are user-friendly and can be customized to suit specific learning needs of target learners.

7.4.4.9 Learning resource packages use appropriate technologies whenever available and cost-effective.

7.4.5 QATAME of L&D Resource Package Development

7.4.5.1 Objective

QATAME of L&D Resource Package Development aims to ensure that LDRPD processes are observed, and the final output meets standards.

7.4.5.2 Key Processes

QATAME L&D Resource Package Development starts with the Program Management Team’s observance of resource package development processes and application of standards. The Personnel Development Committee (PDC) conducts internal quality review, while the external QATAME team (composed of process and subject matter experts) is endorsed for approval by the Head of Office/Director.

The QAD shall constitute a team that will include QA supervisors, HRD specialists/supervisors and content specialist/learning area supervisors/specialists to evaluate outputs.

7.4.5.3 QATAME in L&D Resource Package Development

PMT	PDC	QATAME Team	Head of Office/Director
1. Applies L&D resource package development processes and applies standards			
2. Seeks guidance and assistance from QATAME Team on L&D resource package development, if necessary	3. Reviews learning resource materials vis-à-vis Learning Resource Package Evaluation Form before submitting to QATAME Team for evaluation	4. Evaluates learning resource package and gives feedback to PDC and PMT	7. Reviews L&D resource package

5. Refines L&D resource package based on /QATAME feedback, if necessary	6. Reviews and endorses refined L&D resource package for approval		a. Provides feedback to PDC and PMT for further refinements, if needed b. Approves final L&D resource package
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7.5 L & D Program Delivery

7.5.1 L&D Program Delivery (LDPD) is the subsystem for implementing the program based on the design, using the learning resource packages that have been developed.

7.5.2 The subsystem provides processes for orchestrating the various tasks before, during, and after the conduct of an L&D program to ensure that learning objectives are met; welfare needs of learners, learning service providers, and Project Management Team are attended to; and resources are optimized.

7.5.3 The key processes in Learning Program Delivery are clustered into three phases: pre-delivery, delivery proper, and post-delivery.

7.5.4 The following clusters of tasks are carried out along these phases:

- i. Managing the team
- ii. Managing program
- iii. Managing learning
- iv. Managing resources

7.5.5 Quality Standards

7.5.1.1 Team Management

7.5.1.1.1 Project/Program Management Team structure & composition is adequate in number and competency mix to perform roles. Team Composition for formal L&D Programs:

- a. Program Manager
- b. Learning Manager
- c. Resources & Welfare Officer
- d. Logistics Officer
- e. Finance Officer
- f. Monitoring and Evaluation Coordinator
- g. Learning Facilitators and Resource Persons
- h. Documenter

7.5.1.1.2 Roles and expectations from Project Management Team members are clearly defined and agreed on.

7.5.1.1.3 Performance of the Project Management Team is monitored and evaluated. Performance feedback is given in a timely manner.

7.5.1.1.4 Learning service providers (e.g., learning facilitators, resource persons, etc.) are adequate in number and meet competency requirements for assigned roles based on DepEd's screening and accreditation process.

7.5.1.1.5 Terms of reference and contracts of external learning service providers are approved and signed by both parties (DepEd and external service providers) before conduct of actual program.

7.5.1.1.6 Computation of honorarium is in accordance with Budget Circular No. 2007-1, dated April 23, 2007 (Guidelines on the Grant of Honoraria to Lecturers, Resource Persons, Coordinators and Facilitators).

7.5.1.1.7 Performance of learning service providers (both internal and external) is monitored and evaluated.

7.5.1.2 Program Management

All L&D Program activities are carried out as planned, in an efficient and effective manner.

7.5.1.2.1 Planned program implementation is officially communicated to concerned offices/units and learners in electronic and print media.

7.5.1.2.2 Target learners identified in the design are the ones invited, and attendance is confirmed by learners and their supervisors in a timely manner.

7.5.1.2.3 Registration forms sent out and/or link sent for online registration to confirm learners and accomplished forms or accomplished online registration received in a timely manner.

7.5.1.2.4 Confirmation of attendance notices are sent out to learners containing pertinent program details and logistical arrangements (e.g., transportation, per diem, accommodation, etc.) in a timely manner.

7.5.1.2.5 Identified guests are invited and attendance is confirmed in a timely manner.

7.5.1.2.6 Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs.

- i. Sessions start and end on time.
- ii. Content and methodologies are delivered according to schedule.
- iii. Emerging needs that merit adjustment in schedule are addressed in consultation with learners, learning service providers, and Project Management Team.

7.5.1.2.7 Program implementation is evaluated according to a monitoring and evaluation plan.

- i. Program proceedings and learners' participation are monitored and documented using prescribed documentation templates.
- ii. End-of-day program evaluation is done based on planned evaluation and methodology.

- iii. Daily cliniquing with Project Management Team and learning service providers is carried out and documented.
- iv. Results of daily program evaluation and cliniquing are analyzed and used as input to next day conduct, if appropriate.

7.5.1.2.8 End-of-program evaluation (reaction and learning levels) is done, and results analyzed and incorporated in a post-program report.

- i. Post L&D program report is prepared and submitted in a timely manner using prescribed format.
- ii. Completion Report for L & D programs that are applied for CPD credit units is prepared according to PRC-CPD Guidelines.

7.5.1.3 Learning Management

Content and methodologies are delivered according to adult learning principles and conditions, and learning progress of learners is monitored, facilitated, and supported.

7.5.1.3.1 Program delivery guides learners through the learning journey

A. Unfreezing

- i. Activities to prepare learners for the learning process at the start of the program are facilitated.
- ii. Activities to create and maintain a non-threatening and comfortable learning environment throughout the program are facilitated.

B. Assimilation

- i. Sessions delivered based on the activity design to ensure that session objectives are met and any planned outputs are produced.
- ii. Effective presentation and facilitation skills are applied in delivering sessions to help learners (regardless of gender, abilities/disabilities, age, etc.) acquire target competencies
- iii. Learners are recognized as active participants and as source of learning and are engaged in meaningful discussions and activities
- iv. Appropriate and timely adjustments on content, methodology, and schedule are done to address emerging needs of learners
- v. Learner's responses to learning are closely monitored and timely interventions (e.g., coaching) are provided as needed.
- vi. Management of Learning (MOL) activities facilitate the processing of experiences and reflection on personal learning.

C. Integration

- i. End-of-program integration session are facilitated to help learners synthesize learning from the program
- ii. Learners prepare for learning applications and re-entry to the workplace through mechanisms like work application plans

7.5.1.3.2 Communication and participation mechanisms are installed to promote learner engagement and open exchange of ideas and feedback (e.g., host teams and freedom walls)

7.5.1.4 Resources and Welfare Support Management

L&D resources are always available and optimized to support program implementation, and responsive to welfare needs of learners, learning service providers, and Project Management Team.

7.5.1.4.1 For residential and/or off-site learning activities, welfare and administrative arrangements for lodging, venues for sessions and practicum or field visits, meals, per diem, transportation, and technological support for learners, learning service providers and Project Management Team are made in a timely manner using participant registration form data.

7.5.1.4.2 L&D Activities are carried out in a learning environment that supports learners' physiological, emotional, and intellectual needs.

a. Green environment – Practices, technologies, and materials that reduce energy consumption and promote environmental protection used in all L&D activities.

b. Healthy environment – Practices and services that support the physical well-being of learners, learning service providers, and Project Management Team promoted and provided, respectively.

- i. Anti-smoking prohibition applies to all on-site and off-site L&D activities
- ii. Healthy, nutritious, and adequate meals that consider the needs of learners, learning service providers, and Project Management Team members with special dietary requirements provided in a timely manner.
- iii. Adequate session breaks (at least 15 minutes mid-morning and mid-afternoon for snacks and stretching and one hour for lunch)
- iv. L&D activity venues have clean and accessible hygiene and facilities
- v. Health personnel (where feasible), and first aid kit with over-the-counter medicines available
- vi. Physical exercises incorporated in activities of L&D programs, when appropriate (e.g., extended duration or residential)

7.5.1.4.3 Safe environment – Secure and comfortable L&D venues and facilities that promote equal access to women and men, and individuals with special needs and disabilities are provided.

- i. L&D activity venues in an accessible, secure, and peaceful location
- ii. L&D activity venues have facilities for individuals with disabilities or special needs (e.g., ramps, signposts, shower room/toilet, counter/reception, stairway, guestroom, parking and lift when necessary)
- iii. Clean residential accommodations, well-lighted and well-ventilated

- iv. Residential accommodations spacious for a maximum of three participants to a room with at least one toilet and bathroom
- v. Information on venue's safety and emergency evacuation plan disseminated before start of activity and included in learners' kits

7.5.1.4.4 Conducive learning environment – non-threatening and inclusive learning conditions that promote equal and optimum participation and learning of women and men, and individuals with special needs and disabilities are provided.

- i. Number of participants appropriate to L&D modality.
- ii. Session rooms are well-lighted, well-ventilated, appropriately set-up, and spacious enough for learners.
- iii. Breakout and open spaces are available for small group activities and informal interactions.
- iv. Gender-fair and bias-free languages (including examples and illustrations) are always used during program implementation.
- v. Zero-tolerance on the commission of sexual harassment, bullying and intimidation (Project Management to handle appropriately within 24 hours from receipt of the report or information).

7.5.1.4.5 Emerging welfare needs of learners, learning service providers, and Program Management Team are immediately addressed.

7.5.1.4.6 L&D equipment, tools, supplies, and other learning aids are available at the right time, quantity, and quality. The availability and accessibility of digital requirements, including QR codes, online submission platforms, and other digital resources referenced in the activity, shall be ensured.

7.5.1.4.7 L&D program funds are adequate and available when needed.

- i. All program cost items are budgeted.
- ii. Funds allocated and disbursed are in accordance with DepEd guidelines, Republic Act 9184 (Government Procurement Reform Act), and COA rules.
- iii. Request for fund release and disbursement and procurement of materials and logistics and contracting of suppliers are done according to DepEd guidelines and processes.
- iv. Disbursements are monitored and documented.

7.5.1.5 QATAME of L&D Program Delivery

7.5.1.5.1 Objective

QATAME of L&D Delivery (LDD) aims to ensure that LDD processes of pre-delivery, actual delivery, and post-delivery are observed, and the final outputs meet standards.

7.5.1.5.2 Key Processes

QATAME of L&D Delivery starts with the Program Management Team's application standards in performing key tasks related to pre-delivery, actual delivery, and post-delivery. The Personnel Development Committee (PDC) and the Head of Office/Director perform quality assurance review, especially of pre-delivery arrangements, to ensure readiness for program implementation. They keep track of actual delivery and evaluate overall program delivery from reports provided by the PMT and the QATAME Team.

The Quality Assurance Division (QAD) shall constitute a team that will include QA supervisors, HRD specialists/supervisors and content specialists/learning area supervisors/specialists to evaluate the outputs.

The QATAME Team may provide technical assistance at any time during the pre-delivery, actual delivery and post-delivery phases, as needed. The QATAME Team's roles in Quality Assurance and Monitoring and Evaluation are more evident during actual delivery.

7.5.1.5.3 QATAME in L&D Delivery

LDD	PMT	PDC	QATAME Team	Head of Office
Pre-Delivery	1. Observes L&D pre-delivery processes and applies standards			
	2. Seeks guidance and assistance from QATAME Team on pre-delivery processes, as needed	3. Reviews pre-delivery arrangements (e.g., composition of PMT and LSP team, communications, contracting, logistics, etc.) vis-à-vis prescribed processes and standards	4. Evaluates pre-delivery arrangements and gives feedback to PDC and PMT	
	5. Adjusts arrangements or activities based on QATAME feedback, as needed	6. Reviews and endorses refined pre-delivery arrangements and endorses terms of reference or contracts for approval of Head of Office/Director		7. Reviews final pre-delivery arrangement a. Provides feedback to PDC and PMT for further refinements, if needed. b. Approves pre-delivery arrangements,

				including contracting
Actual Delivery	8. Observes L&D delivery processes and applies standards in implementing the program	10. Tracks program through updates from the Program Management Team, and provides assistance, if needed (e.g., situations cannot be addressed by PMT)	13. Monitors actual delivery to ensure processes are observed and standards are met, and gives feedback to PMT	12. Tracks program delivery through updates from PDC, and intervenes if needed (i.e., situations cannot be addressed by PMT and PDC)
	9. Oversees all aspects of L&D delivery and provides periodic updates to PDC on highlights and critical incidents	11. Provides updates to Head of Office/Director		
	14. Seeks guidance and assistance from QATAME Team on delivery processes as needed		15. Provides technical assistance delivery, as needed	
	16. Implements M&E plan in coordination with QATAME Team		17. Conducts end-of-day focus group discussions with learners to validate evaluation	
	18. Facilitates debriefing with LSP, Program Team Members and QATAME Team		19. Prepares QATAME Report and submits to PMT, and participates in team debriefing to discuss QAME results	

Post-delivery	20. Observes L&D post-delivery processes and applies standards		21. Consolidates QAME data and submits to PMT for inclusion in program completion report	
	22. Prepares program completion report for submission to PDC	23. Reviews and endorses program completion report to Head of Office/Director		24. Reviews program completion report, and acts on recommendations

7.6 Quality Assurance, Technical Assistance, and Monitoring and Evaluation (QATAME)

7.6.1 Quality Assurance, Technical Assistance, and Monitoring and Evaluation (QATAME) is the subsystem for ensuring compliance to quality standards; providing supportive guidance; and assessing progress and results of L&D programs.

7.6.2 The subsystem covers processes for maintaining the efficiency, effectiveness, and sustainability of the L&D System. It provides timely and supportive interventions towards continuous improvement in the implementation of the System.

- 7.6.3 QATAME involves five key processes:
- Forming the QATAME teams
 - Formulating the QATAME Plan
 - Developing or adapting QATAME tools
 - Conducting QATAME
 - Preparing QATAME report

7.6.4 QATAME are three interrelated processes (Figure 22). QA and M&E both assess the implementation and results of L&D programs. QA checks on the conduct of L&D cycle activities (i.e., from needs assessment to pre-delivery), and the outputs of these activities against a set of quality criteria.

7.6.5 M&E measures the delivery, post-delivery, workplace application, and the outcomes and impacts resulting from L&D programs. TA is provided through feedback, advice, coaching or other interventions to address issues and improvement areas uncovered through QAME. QAME has a developmental perspective and focuses on learning and support. TA contributes to building the capacity of L&D implementers and enhances the L&D program's chances for successfully achieving desired results.

For monitoring and evaluation of L&D programs, Kirkpatrick's model of evaluation is adopted.

- Level 1 – Reaction – the degree to which learners find the L&D program favorable, engaging and relevant to their jobs.

- ii. Level 2 – Learning – the degree to which learners acquire the knowledge, skills, attitude, confidence, and commitment based on their participation in the L&D program
- iii. Level 3 – Behavior – the degree to which learners apply what they have learned from the L&D program when they are back on the job.
- iv. Level 4 – Results – the degree to which targeted outcomes and impact objectives are achieved because of the L&D program

7.6.7 Purpose

This subsystem aims to maintain the efficiency, effectiveness, and continuous improvement of the L&D System. It provides timely and supportive intervention to ensure immediate action or assistance in implementing the L&D system. QATAME builds confidence that L&D programs will meet quality requirements and needs of L&D stakeholders.

7.6.8 General Guidelines

7.6.8.1 Quality standards shall be established for all L&D subsystems, specifically, needs assessment, planning, designing, learning resource development and delivery.

7.6.8.2 Quality standards shall cover processes and key outputs of L&D subsystems.

7.6.8.3 L&D implementers possess the necessary competencies to perform their roles and are knowledgeable and able to apply quality standards for L&D subsystems.

7.6.8.4 The key indicators against which L&D programs are monitored and evaluated are established in L&D Planning, and further refined in the L&D Program Designing.

7.6.8.5 QAME are supportive and developmental processes. Feedback and TA shall be given to the implementing unit or group during at the end of QAME processes to ensure that issues are addressed in a timely manner and do not hinder progress towards objectives.

7.6.8.6 QATAME is applied at all governance levels where L&D programs are conducted.

7.6.8.7 QATAME is an integral part of L&D program implementation and management. It is a shared responsibility among implementers and is built into their roles in L&D.

7.6.8.8 All personnel who are assigned QATAME responsibilities shall undergo capability building to perform their roles efficiently and effectively.

7.6.8.9 Funding for QATAME shall be included in the L&D budget.

7.6.8.10 QAME results shall be used to inform decision-making and policy development on L&D

7.6.8.11 The immediate supervisor is responsible for monitoring the progress and evaluating the results of his/her employees' Workplace Application Project and/or any follow-through job-embedded and relationship-based learning activities, in collaboration with NEAP-QAD and BHROD-HRDD in the CO; HRDD and QAD in the RO; SGOD in SDOs; or the school head/principal in the school.

7.6.8.12 L & D activities of DepEd Caraga Region undergo several forms of Monitoring and Evaluation such as:

- i. Activity Proposal is evaluated through the REC Members and Content Specialists before its deliberation and approval by the RAC composed of the Regional Director, Assistant Regional Director, and the Chief of the Human Resource Development Division as member.
- ii. During Actual Delivery of the L and D Activity, the learner-participant shall do the daily and end of the program online evaluation with focus on the daily operations of the activity including the resource speakers/facilitators, resources, delivery, and others.
- iii. Continuing Professional Development Implementation Monitoring and Evaluation is also strengthened in the region and in the 12 Schools Division Offices by ensuring that issuances on L and D ME are implemented and quality assured M and E Tools are utilized.

7.6.9 QATAME and Enabling Mechanisms

The strength of the QATAME subsystem relies on "quality enablers." These are the enabling mechanisms that embed quality into the L&D system and facilitate consistency of practices among different as among different units or terms implementing L&D programs (Figure 23). QATAME will meet its purpose, and contribute to achieving desired results of L&D, if the following are in the place:

7.6.9.1 L&D policies – These are the guidelines and standards that govern all aspects of the L&D system. They include documented processes and procedures to guide uniform execution of L&D activities or tasks.

7.6.9.2 Capability – building program for L&D implementers – Quality L&D programs cannot happen without competent L&D implementers. Quality starts with the people who perform various roles in L&D. It is important to provide a purposive and need-based program to support their continuous learning and competency development.

7.6.9.3 Certification and accreditation – These processes further ensure and confirm that L&D implementers, external services providers, and external programs meet DepEd standards and requirements to deliver quality L&D programs.

7.6.9.4 L&D system audit – A periodic and systematic review of the L&D system is critical in identifying areas of improvement, maintaining quality and responsiveness to emerging needs, and sustaining gains from L&D programs.

7.6.10 Internal and External QATAME

There are two types of L&D QATAME processes:

7.6.10.1 Internal L & D QATAME

The internal QAME process refers to quality assurance and monitoring and evaluation conducted by the team and office implementing L&D programs. Through the internal QAME process, the TA needed by the team is determined.

- A. Internal QATAME is an integral and vital part of the L&D program management, and the responsibility of those involved in implementing L&D programs.
- B. The L&D PMT, the PDC, and Head of Office are jointly accountable for the quality and results of L&D programs within their area of responsibility. The PDC and Head of Office ensure that L&D standards are applied in all L&D activities in their respective offices, and that objectives are achieved.
- C. Internal QATAME takes on both an operational and a strategic perspective.
 - i. Operational QATAME involves applying prescribed standards to processes and outputs per L&D subsystem/program being implemented, i.e., L&D needs assessment, L&D planning, L&D program designing, development of L&D resource package, and delivering an L&D program.
 - ii. Strategic QATAME involves reviewing and analyzing the collective quality and results of all L&D programs within an office; taking proactive steps to support the effective and efficient implementation of L&D programs; and providing a supportive environment for continuous improvement and sustaining gains from L&D programs.

7.6.10.2 External L & D QATAME

The external L&D QATAME process refers to quality assurance and monitoring and evaluation conducted by organizational units where the QATAME of L&D programs is inherent in their function.

7.6.10.2.1 External L&D QATAME responsibilities are lodged in the functions of the following offices/units:

Office	Area of Responsibility
Regional-QAD	• All Regional Office L&D programs • Regional level L&D programs downloaded to Schools Division Office

- A. External L&D QATAME covers the L&D programs within an area of responsibility. It ensures that all L&D PMTs, PDCs and Heads of Offices can perform QAME to their respective programs and are provided with TA when needed.
- B. External L&D QATAME primarily takes on a strategic perspective. It involves reviewing and analyzing QAME data from QAME reports from across different L&D programs and organizational units within an office (i.e., CO, RO, SDO, or school). It entails preparing reports on accomplishments and results of L&D programs vis-à-vis the Strategic and Annual PPD of the office.

7.6.10.2.2 The main players in QATAME are Head of Office, PDC and L&D PMTs with their Internal QATAME Associates; and the NEAP-QAD, R-QAD and SGOD, and their External QATAME Associates.

Internal L&D QATAME (Perspective, operational and strategic)	External L&D QATAME (Perspective strategic)
Internal QATAME Associate of the PMT Operational QATAME • Develops, adopts or adapts QAME tools for assigned L&D program • Conducts QAME of assigned L&D Program • Together with the L&D PMT, completes the appropriate QA tools (QA Assessment Guide for subsystem Guide for subsystem being implemented) • Administers M&E tools during delivery and post-delivery. • Processes data and analyses results • Provides feedback to L&D PMT on QAME results • Provides TA, or assists L&D PMT in seeking external, if needed • Prepares the "Program M&E Results" portion of the Program Completion Report • Submits reports to PDC through the PMT Program Manager	External QATAME Associates of NEAP-QAD, R-QAD/SGOD Strategic QATAME • Checks that all L&D PMTs under its area of responsibility perform QAME on L&D programs • Provides QAME tools and templates. • Provides training/orientation/TA on conducting QAME processes, and using tools, as needed. • Assists L&D PMTs in obtaining external TA, if needed

Personnel Development Committee Operational QATAME • Reviews accomplished QA Assessment Guides and endorses them to the Head of Office for approval. • Reviews Program Completion Reports and endorses them to the Head of Office for Approval. Strategic QATAME • Reviews periodic reports on the status or progress of L&D programs vis-à-vis Annual PPD, and endorses them to the Head of Office for approval • Reviews report on accomplishments and results of Strategic and annual PPD, and endorses it to the Head of Office for Approval Head of Office Operational QATAME 1. Reviews and approves periodic reports on the status of progress of L and D programs vis-à-vis Annual PPD. 2. Reviews and approves report on accomplishments and results of Strategic and Annual PPD. 3. Submits reports to NEAP. 4. Presents updates/report on L and D accomplishments and results at the Program Implementation Review.	• Reviews and analyzes reports across L&D programs within area of responsibility (e.g., Central Office, Regional Office, Schools Division Office Schools) • Prepares periodic reports on status progress of L&D programs (within area of responsibility) vis-à-vis Annual PPD. • Prepares report on accomplishments and results of Strategic and Annual PPD • Submits reports to Head of Office through PDC
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7.6.10.3 Key Processes

7.6.10.3.1 Internal L&D QATAME Process

Clarify roles in internal L & D QATAME

- A. The L & D PMT assigns a member/s who is knowledgeable and skilled in quality assurance, and monitoring and evaluation to be the internal QATAME Associate for the team.
 - i. The internal QATAME Associate must have had QATAME orientation or training from CO-NEAP, RO-QAD or SDO-SGOD.

- ii. The internal QATAME Associate oversees and conducts internal QATAME of the L&D subsystem being implemented by the team. S/he briefs the team on the L&D standards and responsibility of each team member in meeting those standards.
- iii. There may be several internal QATAME Associates per program for large national programs that are implemented in multiple regions, and/or in several batches. In this case, the assigned internal L&D QATAME Associates will need to be oriented or trained.

B. Review applicable QA tools and M&E Plan

- i. NEAP-QAD has provided the following QA tools to be used in the subsystem being conducted.
- ii. The L&D Program M&E Plan is discussed in more detail in Chapter IV-L&D Planning.

C. Adopt, adapt, or develop QAME tools

- i. For QA, there are existing tools developed by NEAP as shown in Table 1 and can readily be used. These tools may be adapted or customized, if needed, to better gauge and assure the quality of L&D subsystem and program outputs. External QATAME Associates may be tapped to provide technical assistance in customizing or developing QA tools.
- ii. For M&E, the L&D Program M&E Plan indicates the methodologies and tools to be used in the delivery of the L&D Program, and during post-program where workplace application, outcomes and impact must be measured. There are existing tools for evaluating the delivery of L&D programs (e.g., Session Evaluation Form, On-site M&E Form, and End of Program Evaluation). However, some tools may need to be developed for indicators that are specific to the L&D program being implemented, e.g., pre-and post-tests to measure learning acquisition of learners.

D. Conduct QAME

- i. Using QAME tools, relevant data about the L&D program are gathered from various sources and respondents following the schedule indicated in the L&D Program M&E Plan. Findings are analyzed and used as basis for immediate technical assistance and/or input to planning further interventions needed to address issues uncovered by process.
- ii. Use the appropriate QAME tools to assess each L&D subsystem.

E. Determine the need for TA

- i. In the course of conducting QAME, the need for technical assistance on particular aspects of the L&D subsystem may arise. TA may be provided by L&D PMT members who have the expertise in the content and process of the L&D subsystem or program being conducted. External TA may be sought by the team if the expertise needed is not available within the team. External QATAME Associates or other offices may be tapped for technical assistance.
 - ii. External TA may take the form of simple consultation or discussion of the concern at hand with specialists and other knowledgeable persons. However, a more formal TA arrangement and work plan may be agreed on between offices if the TA requested covers several issues and concerns and will run for an extended period.
- F. Analyze and validate QAME data. Similar analytical and validation strategies in LDNA may also be used here. See Chapter III-L&D Needs Assessment.
- G. Prepare QA documentation and M&E report
 - i. To document internal QATAME, the L&D PMT as a team, together with the internal QATAME Associate, accomplishes the applicable QA Assessment Guide. The completed form is signed by the L&D Program Manager and Internal QATAME Associate; and submitted to the PDC, which reviews, signs and endorses it to the Head of Office for final approval and signature.
 - ii. The internal QATAME Associate prepares the "Program M&E Results" portion of the Program Completion Report. This addresses the Level 1 and Level 2 indicators in the L&D Program M&E Plan.
 - Level 1 (Reaction)
 - Summary of participant's post-program evaluation
 - Summary of program's manager review and evaluation
 - Summary of learning service providers' review and evaluation
 - Level 2 (Learning)
 - Summary of pre-and post-test results
 - Summary of outputs produced by the participants during the program.
 - iv. The program completion report is likewise reviewed and signed by the L&D Program Manager and submitted to the PDC for review and endorsement to the Head of Office for final approval and signature.
- H. Conduct M&E of L&D outcomes and impact.
 - i. Evaluation of outcomes and impact is done after the L&D program has been completed, when the learners have returned to their workplace, and begin to apply what they have learned from the L&D program. Post program activities may involve the implementation of a Workplace

Application Project (WAP), job-embedded learning, relationship- and discussion-based learning, or Learning Action Cell.

- ii. Evaluating outcomes and impact is a shared responsibility of the learner and the learner's immediate supervisors, and the Head of Office.
- iii. The L&D Program M&E Plan specifies the indicators that are measured at outcome and impact levels (Level 3-Behavior and 4-Results), as well as how and when to measure. Outcomes and impact of L&D are expected to manifest in competency and performance at the individual and office levels and can be linked to KRAs/ objectives/ performance indicators of the IPCRF and OPCRf.
- iv. L&D outcomes and impact are calculated in the report on the accomplishment and results vis-à-vis targets of the Annual and Strategic PPD.

7.6.10.3.2 External QATAME

Clarify roles in external QATAME

A. The Chiefs of NEAP-QAD, R-QAD and SGOD may assign the role of External L&D QATAME Associates among members of their respective divisions.

- i. The External QATAME Associate must have had QATAME orientation or training by CO-NEA-QAD.
- ii. External QATAME Associates oversee the QATAME of one or more L&D subsystems/programs implemented by L&D PMTs in their respective offices, i.e., CO, RO SDO, school.

B. Plan and implement external QATAME

B.1 External Quality Assurance

B.1.1 Review the office's Strategic and Annual Plan for Professional Development to identify the L&D activities and programs of the office.

B.1.2 Map out QA activities in an External Quality Assurance Plan, including schedules, who is responsible, support and resources needed. QA activities may consist of:

- i. Monitoring to ensure that quality assurance of all L&D programs in the office is properly conducted and documented by L&D PMT and their Internal QATAME Associates.
- ii. Identifying proactive steps to strengthen enabling mechanisms for quality L&D program, such as: orientation, re-orientation, or capability-building interventions for L&D PMTs and their Internal QATAME Associates: review and

improvement or development of QAME policies, guidelines, processes, and tools based on needs analysis and/or feedback from L&D implementers: and others.

- iii. Providing technical assistance on QA to PMTs, Internal QATAME Associates, PDC and Head of Office, as needed.

B.2 External Monitoring and Evaluation

B.2.1 Review the Overall M&E Plan for the Human Resource Management Plan (HRD) Strategic Plan for Professional Development (SPPD), and the L&D Program M&E Plans for various L&D programs (Figure 25).

B.2.2 Monitor the conduct of M&E activities of L&D PMTs as indicated in their respective L&D Program M&E Plans. Provide technical assistance on M&E processes and tools, as needed.

B.2.3 Develop or customize data gathering tools, as needed.

B.2.4 Gather, analyze, and validate data on the accomplishments and results of L&D programs in respective office.

B.3 L&D Program M&E

B.3.1 Review and analyze data and reports submitted by L&D PMTs on L&D programs implemented.

B.3.2 Gather data on workplace application, emerging outcomes, and impact of each L&D program from learners, immediate supervisors, and Head of Office. This may be done through a review of WAP results; and/or performance evaluation of individuals and offices in the IPCRF and OPCRF, respectively; and other source.

B.3.3 Conduct Validation to check veracity of data, and to support analysis.

B.4 External Technical Assistance on L&D QATAME

B.4.1 Overall M&E of L&D Programs in the SPPD

B.4.1.1 Consolidate data across L&D programs and analyze the overall accomplishments and results vis-à-vis targets in the office's Annual Plan for Professional Development. Identify patterns and trends.

B.4.1.2 Analyze annual accomplishments and results vis-à-vis targets in the office's Strategic Plan for Professional Development.

B.4.1.3 Conduct further validation, as needed.

B.4.1.4 Determine emerging outcomes and impact of L&D programs.

B.4.2 Prepare M&E reports.

B.4.2.1 Prepare periodic reports on the status of L&D programs vis-à-vis Annual PPD.

B.4.2.2 Prepare annual report on accomplishments and results of L&D programs vis-à-vis the Annual PPD and Human Resource Management Plan (HRD) / Strategic PPD.

B.4.2.3 Submit reports to PDC and Head of Office.

B.4.3 L&D PMTs with their Internal QATAME Associates, the PDC and Head of Office are expected to know their roles and responsibilities in QAME. The External QATAME team, on the other hand, is expected to provide capability building on QAME to L&D implementers prior to program implementation. However, when L&D implementers encounter challenges in conducting QAME of their programs, they may request TA from External QATAME Associates, or other offices, if needed.

B.4.4 External TA on QAME is usually provided on demand, during L&D program implementation. It involves providing professional help to L&D implementers in addressing needs or concerns in QAME identified by the L&D PMT or its internal QATAME Associate. Technical assistance may take different forms, such as: consultation and advising, information or knowledge sharing, and others.

B.4.5 When external TA is requested, the External QATAME Associate works with the L&D PMT/ Internal QATAME Associate to:

- B.4.5.1 Analyze the situation. Identify the need of concern, and its cause/s.
- B.4.5.2 Determine the specific TA required and prepare a TA Plan.
- B.4.5.3 Conduct TA, or refer other providers of TA (e.g., other offices), if needed.
 - i. Monitor progress of agreed next steps for the L&D PMT and determine whether the need or concern is adequately addressed, or further assistance is needed.
 - ii. Evaluate TA. Obtain feedback from L&D PMT.
 - iii. Document TA provided and the results in an Accomplishment report.

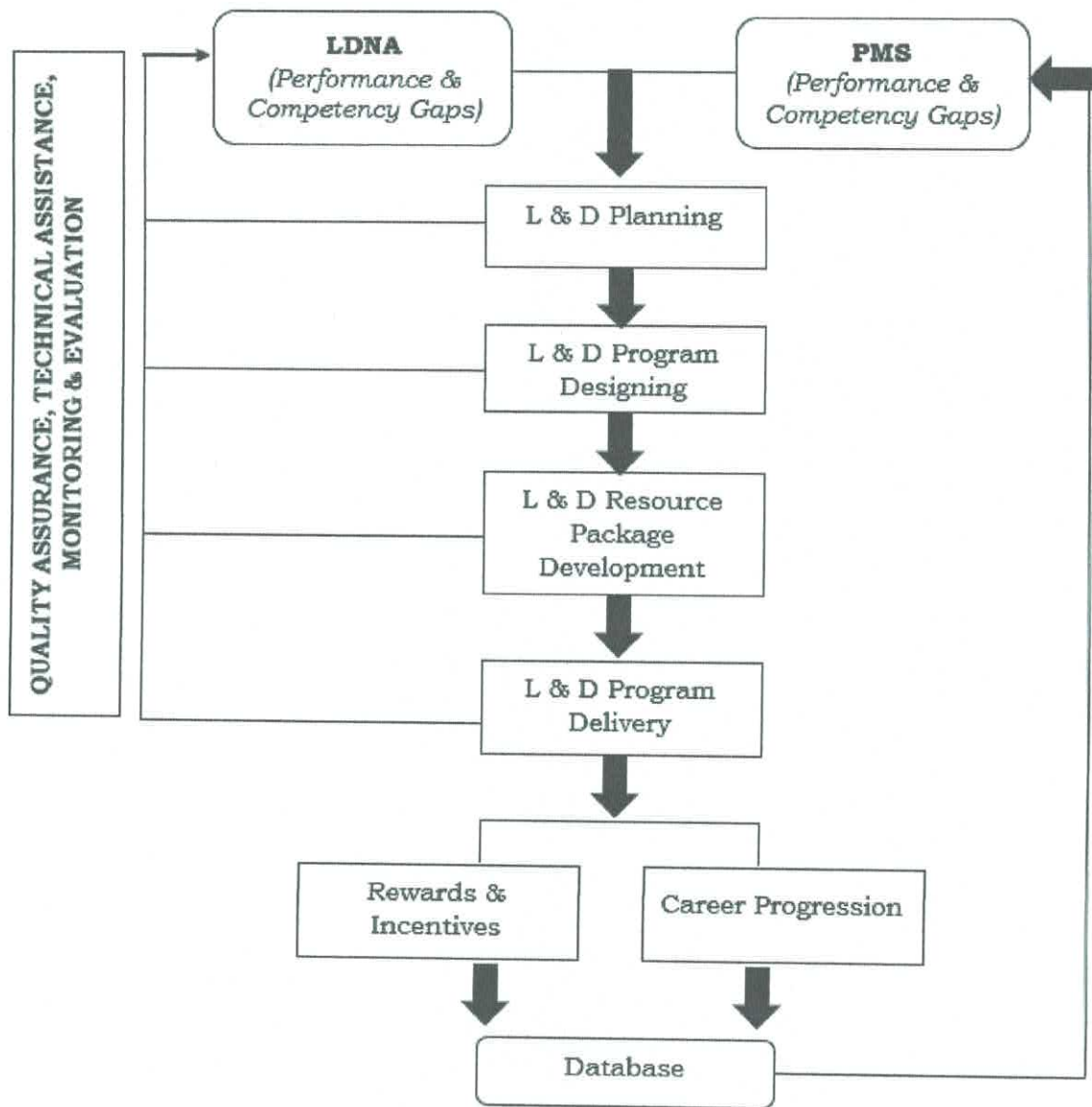
7.6.10.4 Structures, Roles, and Responsibilities

The table below shows the key players in L&D QATAME across governance levels and their roles and responsibilities.

Regional Level	HRDD • Conducts internal QATAME of HRDD-initiated and managed regional level L&D programs, and those assigned to it by the Regional PDC or Head of Office • Prepare periodic reports on the status of L&D programs vis-à-vis Annual PPD. • Prepares report on RO-Annual and Strategic PPD accomplishments and results for review by Regional PDC
	Quality Assurance Division

	• Conducts external QATAME of L&D programs of HRDD, functional divisions, and schools' division. • Implements NEAP system of accreditation and certification of trainers/facilitators, and L&D programs • Provides TA on QATAME report on regional level L&D programs • Capacitates other functional divisions and schools' divisions on L&D QATAME
	L&D Program Management Team • Assigns the Internal QATAME Associate for the team • Conducts internal QAME for assigned L&D program/ intervention
	Recognition and Evaluation Committee (REC) • Reviews program/course proposals based on the criteria set in DO 001, s. 2020. • Engage in an Inter-Evaluator Discussion to deliberate on the approved program/course proposals; and • Recommend to the Recognition Approval Committee initially approved proposals
	Content Specialist • Review program/course proposals based on the alignment of the criteria set in DO 001, s. 2020. • Review accuracy, depth, and appropriateness of content in the program/course proposal. • Engage in an Inter-Evaluator Discussion to deliberate on the pre-approved program/course proposals; and • Recommend to the Recognition Approval Committee initially approved program/course proposals
	Recognition Approval Committee (RAC) • Discuss the recommendations from the Recognition Evaluation Committee and deliberate for the approval of program/course proposals; and • Approve program/course proposals

INTEGRATED PROCESS FLOW



SECTION 8. EFFECTIVITY

This Learning and Development Policy shall take effect fifteen (15) days after its publication on the official DepEd Caraga website. It shall be reviewed annually, or as necessary, to ensure its continued relevance, effectiveness, and compliance with established provisions.

Signed this 15th day of September 2026 at the DepEd Caraga Regional Office, J. Rosales Avenue, Butuan City.

Signed:


ALLAN G. FARNAZO
Director IV

References:

- Anti-Sexual Harassment Act of 1999
- Budget Circular Nos. 2007-1 and 2 and National Budget Circular No. 2007-510
- Budget Circular No. 2007-1, dated April 23, 2007 Guidelines on the Grant of Honoraria to Lecturers, Resource Persons, Coordinators and Facilitators
- DBM Joint Circular No. 2, s. 2021 Increase of Cash Allowance
- DepEd Learning and Development System Manual
- DM_s2020_050 - DepEd Professional Development Priorities
- DM_s2023_044_Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the NEAP Core Programs
- DO_s2019_011_NEAP Transformation
- DO_s2020_001- Recognition Guidelines
- DO_s2020_020 - Credit Banking System
- DO_s2021_030 Multi-Year Implementing Guidelines on the Allocation and Utilization of Human Resource Development Funds for Teachers and School Leaders
- DO_s2017_042 – National Adoption and Implementation of the Philippine Professional Standards for Teachers
- DO_s2020_024 – National Adoption and Implementation of the Philippine Professional Standards for School Heads
- DO_s2020_025 – National Adoption and Implementation of the Philippine Professional Standards for Supervisors
- DO 032, s. 2011 Policies and Guidelines on Training and Development (T&D) Programs and Activities
- DO No. 15, s. 2017 Guidelines on the Allocation of Funds for Venue, Meals and Snacks, and Room Accommodation for Official Activities Organized and Conducted by the Department of Education
- DO No. 02, s. 2018 Amendment to DepEd Order No. 15, s. 2017 (Guidelines on the Allocation of Funds for Venue, Meals and Snacks, and Room Accommodation for Official Activities Organized and Conducted by the Department of Education)
- DO 001, s. 2020 Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders
- DO 051, s. 2014 Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture
- DO 013 s. 2017 Policy and Guidelines on Healthy Food and Beverage choices in Schools and in DepEd Offices

DO 015, s. 2017 Guidelines on the Allocation of Funds for Venue, Meals and Snacks, and Room Accommodation for Official Activities Organized and conducted by the DepEd

DO 028, s. 2017: Guidelines on the Allocation and Utilization of the Human Resource Training and Development Funds

DO 032, s. 2017 Gender Responsive Basic Education Policy

DO 002, s. 2018 Amendment to DO 15, s. 2017

DO 021 s. 2018 Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Funds for Personnel in Schools and Learning Centers

DO 007, s. 2023 Re: Guidelines on Recruitment, Selection, and Appointment in the Department of Education

EO 26, s 2017 Providing for the Establishment of Smoke Free Environments in Public and Enclosed Places

MC 8. S. 2011 (Reiteration of the Physical Fitness Program or the Great Filipino Workout)

MATATAG Basic Education Agenda (*"Batang Makabansa, Bansang Makabata"*) Department of Education (DepEd)

National Budget Circular No. 563, s. 2016 Guidelines on Participation of Government Officials and Employees in Conventions, Seminars, Conferences, Symposia, and Similar Non-Training Gatherings Sponsored by Non-Government Organizations or Private Institutions

RA 8293 An Act Prescribing the Intellectual Property Code of the Philippines," and Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture Governance Basic Education Act No. 9155

Republic Act No. 11713 An Act Further Strengthening Teacher Education in the Philippines By Enhancing the Teacher Education Council, Establishing A Scholarship Program for Students in the Teacher Education Program, Institutionalizing the National Educators Academy of the Philippines, and Appropriating Funds Therefor, Amending for the Purpose Republic Act No. 7784, Entitled "An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose, Appropriating Funds Therefor, and For Other Purposes"

RO 001, s. 2023 Re: Policy on Rewards and Recognition of the DepEd Caraga

RO 006, s. 2020 Revised Policy of the Learning and Development of DepEd Caraga

RO 003, s. 2021 Revised Policy of the Learning and Development of DepEd Caraga

RO 019, s. 2019 Guidelines in the Selection of Nominee to Learning & Development Interventions/Scholarship

RM 223, s. 2020 Authority to Provide Internet Connectivity Allowance

RM 227, s. 2020 Addendum to RM 223, s. 2020

RM 251, s. 2020 Padayon ang Edukasyon sa Caraga the Learning Continuity Plan for Basic Education in Caraga

RM 159, s. 2020 – RPMS-PPST Roll-out and Implementation Monitoring and Evaluation